

# The Clearing House

*A journal for modern junior and senior high schools*

Vol. 14

OCTOBER, 1939

No. 2

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## NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

Address manuscripts to The Editors, The Clearing House, 207 Fourth Avenue, New York City.

# WHAT WAR MEANS TO THE CONSUMER



In Europe tanks are rolling, guns are roaring, troops are marching. In the factories of half a dozen nations men and machines are straining to produce the supplies to keep the tanks and guns and troops going. More than ever before in history the demands of this war will press down on national economies. And the spectator nations will feel the effects right along with the participants. War—modern war—does not confine its effects.

What will happen in the United States? As European markets constrict for peace time commodities and gape for those of war, how will American suppliers react? Are prices going up? Are they going up to stay? What was the significance of the price flurries of a few weeks ago? How much will a suit of clothes cost twelve months hence?

Now, more than ever, you and millions of other consumers will need practical guidance in your buying problems. You will need to know the value of goods in relation to their price, whether to stock your larders or not and if so with what commodities, what to do to protect yourself against price manipulations, how to distinguish profiteering from legitimate price increases and both from real inflation.

To supply this guidance, Consumers Union is forming a committee of economists headed by Professor Colston E. Warne of the Department of Economics at Amherst College—one of the leading figures in the consumer movement in America and the president of Consumers Union.

The job of this committee will be to advise and guide the consumer in the special problems created by war. Special reports prepared in consultation with this committee will appear in *Consumers Union Reports* to keep consumers posted on war developments as they affect consumers. And in the field of commodity analysis, Consumers Union will redouble its work of reporting on the quality and value of goods.



The *Reports*—cutting through the maze of conflicting advertising claims, helping shoppers to make substantial savings on their purchases—will prove of great help to you and your family. They can also prove, when used as partial text in your class work, extremely valuable to your students and their families. Student rates as low as 5¢ a month and a free monthly *Consumer Quiz* (helping teachers to adapt the *Reports* to classroom use) make this entirely possible.

Send for fuller details on how to fit the *Reports* into your courses (hundreds of teachers are now using them). And at the same time write for your own personal subscription. The cost is only \$3 a year—bringing you twelve monthly issues of the *Reports* and a copy of Consumers Union's 1939 *Buying Guide* containing ratings of over 2500 products by brand name as "Best Buys," "Also Acceptable," and "Not Acceptable."

CONSUMERS UNION OF UNITED STATES, INC.  
17 Union Square W., New York City

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# PROPAGANDA *and the* EUROPEAN WAR

By  
CLYDE R. MILLER

WHEN WAR comes truth is the first casualty.

All the skills and techniques of professional propagandists are utilized to influence and regiment the emotions, thoughts and actions of great masses of people. With Europe in the throes of World War Number Two, it is well to remember that propaganda is modern warfare's most subtle weapon—bombardment's advance scout against the enemy, conscription's aid-de-camp at

home, diplomacy's undersecretary in recruiting allies abroad.

Propagandists of European governments are now working overtime to drench America with propagandas. They seek to have the influence of the United States drawn to one side or another in the present struggle.

Excited by these propagandas, it is possible that many Americans may lose their heads, throw reason out of the window, and adopt courses of action which later they may have cause to regret.

EDITOR'S NOTE: *We asked Doctor Miller to write an article for CLEARING HOUSE readers, setting forth what every high-school administrator and teacher should know about the European propaganda forces that are sweeping more and more violently across America as the Old World plunges deeper into the new war. The author is director of the Institute for Propaganda Analysis and associate professor of education at Teachers College, Columbia University. The Institute for Propaganda Analysis, 40 East 49th Street, New York City, is a non-profit educational organization which publishes a monthly bulletin on current propaganda, a manual for the teaching of propaganda analysis, and other publications. At present about 1,000 high schools, colleges, and adult groups cooperate with the Institute in developing better methods of teaching propaganda analysis.*

Probably most Americans would agree that what the United States should do in the present situation is to shape its action in terms of the long-time interests of the majority of the American people. This policy may mean neutrality with strict isolation from the European struggle; it may mean a neutrality that is benevolent to one side or another; or it may mean eventual participation of American armed forces in the conflict. Rival propagandists today are advocating each of these policies. Whatever the issue, it is of major importance to keep cool, to keep our heads, so that we can make our decisions on the basis of relevant facts. This involves analysis of the propagandas already drenching America. Analysis of propaganda involves clear understanding of what propaganda is, of the conditions which make it effective, of who the propagandists are, of how they operate and what their methods and motives are.

Propaganda, to begin with, is simply an expression of opinion or the recital of facts, or alleged facts, or the performance of acts which are deliberately designed to influence the emotions, thoughts, opinions and actions of those to whom the propagandas are directed.

A key to the understanding of propaganda should be in the possession of every intelligent American at this time of crisis. It is easy to construct.

*First, remember that the opinions, facts, alleged facts, and emotions—which are the stuff with which propagandists work—are associated with conflict either as a cause or as a result, or as both cause and result.* Thus, the Polish crisis which led to the present war was, like the Czechoslovakian crisis, a synthetic conflict created by Hitler's propagandists. To create this conflict, atrocity stories and Poland's "unjust treatment of minorities" were stressed by Hitler. Later the same technique was used by the Soviet Union to justify its invasion of Poland.

Imagine a blackboard, or better still, find a real blackboard, and chalk up a big X. Call that X *Conflict*. That's the Number One element in propaganda, so put the numeral 1 under the X. We can make a list of all manner of conflicts: domestic and foreign, labor and capital, the New Deal, local political disputes as well as the great conflict of the present war. In all of these we find individuals, often ourselves included, lined up on one side or the other.

Some of these conflicts, such as the ones in our own home towns, or involving our own schools, we may see face to face. We may be in a good position, therefore, to know the relevant facts involved in them. Pictures of other conflicts, however—especially those in other cities, other states, other countries—we do not see face to face.

*So, second, bear in mind that pictures of conflicts and the propagandas associated with them come to us through various channels of communication.* Take up the chalk again, therefore, and draw a few parallel,

horizontal lines straight out from the X. Let them represent *Channels of Communication*, the Number Two element in propaganda. Write the numeral 2 under the straight lines.

Channels of communication may include the school itself, because through the school various thoughts, facts, and alleged facts, calculated to influence our thoughts, emotions and actions may come to us. By the same token these channels may include the church, business organizations, women's clubs, patriotic societies, civic groups, and labor unions.

Those communication channels which bring propaganda to us with greatest speed are: motion pictures, particularly the newsreels, which can reach millions within a few days; the newspapers, which can reach millions within a few hours; and finally, the radio, which can reach whole populations with the speed of light.

These channels of communication are like lenses. They have what the scientists call factors of distortion. Thus, if we look at the present European war through a Communist publication, such as the *Daily Worker*, we see a picture very different from the one we observe through such a lens as the *New York Times*, or our own local newspaper. If we see these conflicts and associated propagandas through a British publication, the *London Times*, for instance, we see a picture quite different from the ones we observe through American newspapers—the *New York Times*, *Chicago Tribune*, *Christian Science Monitor*, or *New York Herald-Tribune*. If we get our pictures by reading a German newspaper, perhaps *Völkischer Beobachter*, or the Mussolini mouthpiece, *Il Popolo d' Italia*, or *Pravda* of the Soviet Union, we should find differences in all. Again different pictures are painted in church publications like the Catholic magazine *Commonweal*, or the Protestant magazine *Christian Century*, and through journals of opinion like *The Nation* and the *New Republic*.



The thing to remember is, all of these newspapers and magazines are lenses with factors of distortion. Those of us who have had our eyes tested have sat in an optician's chair. The optician asks us to read letters on a chart. He puts a lens in a slot in the spectacle frames on our nose and, testing one eye at a time, says: "What do you see there now?"

We say, "Well, I see that big letter B at the very top, and on the second line the first letter is an E or an F, and the second letter is a D or an O."

He drops another lens into the slot.

"How is it now?"

We answer "That's better. The first letter really is an E, and the second isn't either a D or an O, it's a Q."

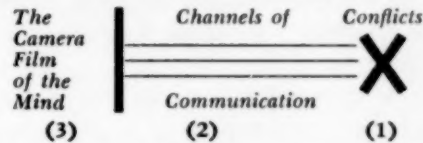
And so the optician puts in one lens after another until finally we see nearly all the letters in clear, sharp focus. What has he done? He has canceled out the factors of distortion. That, of course, is what we must do in appraising the propagandas which come to us through the channels of communication. That's what we must do in seeing the newsreels, in listening to the radio, and in our newspaper reading.

It is well to remember that if we look at reality through just one newspaper, we are much more likely to see distorted pictures than if we read several newspapers and journals of opinion.

Americans, particularly in this time of war, must remember that all foreign governments, through their ministries of propaganda and through the bureaus of censorship associated with them, are doing their best to see that news which comes to America is distorted exactly as they wish to have it distorted. Americans are fortunate in that the conscientious American editors are aware of this foreign censorship, and are doing their best to obtain for their readers basic and relevant facts. Because even honest and conscientious editors are not all of the same opinion, it is well, as pointed out previously, to read a number

of newspapers and journals of opinion, representative of widely conflicting views.

*We come now to the final and Number Three element in our key to the understanding of propaganda, the human mind.* Take the chalk again and at the end of the parallel horizontal lines which you have drawn out from the big X, make a perpendicular line. Label this perpendicular line "The Camera Film of the Mind". Upon that film



are projected the pictures of the conflicts, and their associated propagandas. These come to us through the lenses which are the channels of communication. But are these true pictures? That depends upon two things: first, whether we have been able to cancel out the factors of distortion in the lenses; and second, whether the camera film of the mind will receive the pictures.

If our minds have been conditioned to hate large groups of persons because they are Catholic, or English, or Negro, or Jewish, or Protestant, or Chinese, or Republican or Democrat, it is likely that true pictures involving members of these groups would not be registered on our minds if those pictures were favorable to the members of such groups. If our minds have been conditioned to regard members of these groups favorably, our minds may not register unfavorable pictures of them.

Skilful propagandists know this. They do their best to condition the minds of persons they would influence so that those minds will receive one propaganda and reject another. For that reason, in the dictator countries the movies, the newspapers, the radio, the church, the school, and other channels of communication are controlled by the dictators.

In a dictatorship, therefore, we find just one propaganda permitted, that of the dictator. All other propagandas are barred.

People are forbidden to read newspapers, or to listen to radio programs which come from other countries and which are in conflict with the propaganda of the dictator. It was for this reason that the Germans were recently told that anyone listening to a foreign radio broadcast would be sentenced to prison, and that anyone disseminating by word of mouth or in writing what he had heard in a foreign broadcast would be subject to capital punishment. In a dictatorship, therefore, we find a monopoly of propaganda.

In a democracy, on the other hand, where there is no monopoly of propaganda, except perhaps when the country is at war, we find competition among propagandas. This means that those who live in a democracy may choose from many propagandas and shape their actions accordingly. Such choices involve critical thinking, careful appraisal and evaluation, search for relevant facts; in short, these choices involve education—education that does not merely teach people what to think, but puts the emphasis on teaching *how to think*.

In America's present crisis, straight thinking is needed as never before. When Mr. Murrow of the Columbia Broadcasting System addressed American listeners from London recently, he said: "While I am talking in London, the greatest bomb target in the world, you have equal cause for alarm. For you, seated before your loudspeaker, are the potential target of the greatest propaganda bombardment in history."

Mr. Murrow is right.

How can Americans safeguard themselves against propaganda which may result in a policy that in the long run might be contrary to the interests of the American people? The answer is simple: by straight thinking, by knowing how to detect propaganda and analyze it.

In propaganda analysis the main factor is that ability described by S. P. McCutchen in his analysis of the scientific process:

"One who faces the social problem in-

telligently (1) defines or describes the problem correctly, (2) looks at the feasible courses of action, (3) collects and interprets the pertinent information, (4) reaches a tentative decision in the light of the evidence, (5) acts in accordance with the decision, and (6) reconstructs his patterns on the basis of his experience." Such a process *can* become the mainstay of the American school curriculum, and of our democratic society. Today especially it is needed.

For the uninitiated, the most enlightening approach to analysis of the war propaganda will be provided by becoming familiar with the seven common propaganda devices:<sup>1</sup>

1. The Name-Calling Device
2. The Glittering Generalities Device
3. The Transfer Device
4. The Testimonial Device
5. The Plain Folks Device
6. The Card Stacking Device
7. The Band Wagon Device

"Name-Calling" is a device used to make us form a judgment without examining the evidence on which it should be based. Here the propagandist appeals to our hate and fear. He does this by giving "bad names" to those individuals, groups, nations, races, policies, practices, beliefs, and ideals which he would have us condemn and reject. For centuries the name "heretic" was bad. Thousands were oppressed, tortured, or put to death as heretics. Anybody who dissented from popular or group belief or practice was in danger of being called a heretic.

Hitler used Name-Calling to pave the way for seizure of power in Germany and in Europe. He has made "bad names" of many terms and has increased the connotation of evil already associated with such terms. Thus, he built up the propaganda effects of such terms as "international banker", "finance capitalist", "Communist" and "Jew". He was extraordinarily effective in convincing many high personages in Europe

<sup>1</sup> See Volume I, Studies of the Institute for Propaganda Analysis, 40 E. 49th St., New York City.

and in America that the Nazi government was the bulwark against communism. This, in part, accounts for the failure of both the British and French governments from 1933 until almost the present day to check the growth of Hitler's power.

In Germany Hitler made "Democracy" a bad name. He called it "the foul and filthy avenue to Communism." The fact that the Communists themselves, sincerely or insincerely, emphasized the virtues of democracy, added to the effectiveness of Hitler's propaganda attacking democracy.

A result of this combination of propagandas was that many influential persons in Britain, France, and America seemed to come to the belief that anyone who expressed an opinion in favor of democracy was a Communist.

In America those who did not like the New Deal called it communistic. Too late it was recognized by the majority in France and Britain that they had been deceived by Hitler. It was not until after his actual seizure of power in Czechoslovakia, made possible by the Munich Pact, that public opinion in France and England forced governmental leaders to oppose instead of appease him.

"Glittering Generalities" is a device by which the propagandist identifies his program with virtue. He makes use of "virtue words". He appeals to our emotions of love, generosity, and brotherhood. He uses "truth", "freedom", "honor", "liberty", "social justice", "public service", "loyalty", "progress", "democracy". These words suggest shining ideals. All persons of good will believe in these ideals. Hence the propagandist, by identifying his individual group, nation, race, policy, practice, or belief with such ideals, seeks to win us to his cause. While Name-Calling makes us *reject and condemn*, without examining the evidence, Glittering Generalities make us *accept and approve*, without examining the evidence.

For example, appeasement was a Glittering Generality until examination of the

facts revealed that Chamberlain appeasement, "guaranteeing peace in our time", actually made war imminent. The word democracy itself may be a Glittering Generality. In the first World War we fought "to make the world safe for democracy." The result of that war was to make the world safe for dictatorship.

One test of the sincerity of those who wish Americans to fight for democracy is analysis of what the term "democracy" really means to such persons. If it means curtailing freedom of press, speech or assembly; if it means discrimination on the basis of racial or religious differences; if it means depriving individuals of the right to vote and of other rights because they are Catholics, or Jews, or Negroes, or Protestants, or non-believers, or members of minority parties—then it is not democracy at all.

"Transfer" is a device by which the propagandist carries over the authority, sanction, and prestige of something we respect and revere to something he would have us accept. For example, most of us respect and revere our churches and our nation. If the propagandist succeeds in getting church or nation to approve a campaign in behalf of some program, he thereby transfers its authority, sanction, and prestige to that program. Thus we may accept something which otherwise we might reject.

In the Transfer device symbols are constantly used. The cross represents the Christian church. The flag represents the nation. Cartoon characters like Uncle Sam represent a consensus of public opinion. Those symbols stir emotions, instantly arouse the whole complex of our feelings toward church or nation.

In the World War the Germans transferred the sanction of God to their armies by the phrase "Gott mit uns". The British did the same thing with their enlistment slogan "For God, for King, for Country". When the Cross, symbol of the Christian church, is associated with the flag or with the sword of the warrior (symbols of the



armed might of a nation), a double transfer is present: the church sanctions the war and the army defends the church. Thus in the World War when ministers in Germany, England, France, the United States and other nations blessed soldiers departing for the front, they tied the sanction of the church to one side or the other of the armed conflict.

More recently, Italian troops who had fought in Spain received the praise and sanction of the Pope. In Germany, according to a Berlin dispatch to the *New York Times* of September 8, the spiritual directorate of the German Evangelical Church sanctioned the war of Hitler against the Poles. We can expect innumerable examples of the Transfer device, utilizing the prestige of eminent churchmen abroad and at home, during the weeks which are ahead.

The "Testimonial" is employed to make us accept anything from a patent medicine or a cigarette to a program of national policy. In this device the propagandist makes use of such glad phrases as "When I feel tired, I smoke a Camel and get the grandest 'lift'".

In recent weeks we have seen in America an enormous array of testimonials for and against various aspects of neutrality and participation or non-participation in the European struggle.

"Keep the embargo on arms shipments," say Senator Borah, Charles Lindbergh, Senator Vandenberg, and Senator Nye.

"End the embargo to help the democracies," say President Roosevelt, Henry Stimson, and Nicholas Murray Butler.

Thousands of newspaper editors and millions of American citizens testify in behalf of one point of view or the other.

"Plain Folks" is a device used by politicians, labor leaders, business men, and even by ministers and educators. They seek to win our confidence by appearing to be people like ourselves—"just plain folks among the neighbors".

In election years candidates hasten to

show their devotion to little children and the common, homey things of life. Hitler frequently permits himself to be photographed with little children—a German parallel of the traditional American politician's device of baby-kissing. More recently Hitler's appearance, in his simple field-grey uniform, among the common soldiers on the Polish frontier, reveals astute utilization of this technique. At the same time Queen Elizabeth appeared among the sandbags with her gas mask in a simple container; she would not use the velvet and silk containers which the stylists of London were designing for social leaders.

In "Card Stacking" the propagandist employs all the arts of deception to win our support for himself, his group, nation, race, policy, practice, belief or ideal. He stacks the cards against the truth. He uses under-emphasis and over-emphasis to dodge issues and evade facts. He resorts to lies, censorship, and distortions. He offers false testimony. He creates a smoke-screen of clamor by raising a new issue when he wants an embarrassing matter forgotten. He draws a red herring across the trail to confuse and divert those in quest of facts he does not want revealed. He makes the unreal appear real and the real appear unreal. He lets half-truths masquerade as truth.

By the Card-Stacking device, a mediocre candidate is "built up" to appear an intellectual titan; an ordinary prize fighter, a probable world champion; a worthless patent medicine, a beneficent cure. By means of this device propagandists would convince us that a ruthless war of aggression is a crusade for righteousness.

We know now how the cards were stacked against the truth by the propagandists of the World War. False atrocity stories, false victory stories, false statements of war aims—all operated together to keep us in the dark about the real causes, aims and progress of the war.

In the recent Spanish struggle, the British government took the lead in setting up a



non-intervention committee. Actually, as we know now, under the guise of non-intervention there was intervention by both Hitler and Mussolini—with the knowledge of the British government. When Hitler came to power the Reichstag was burned, and the blame was placed on the Communists. Scores of individuals who did not approve of the Nazis were labeled Communists (Name-Calling) and were removed from the social scene.

The present Nazi government has charged the British government with having deliberately sunk the *Athenia* so that the blame could be placed upon the Nazi government. On the other side, it is believed by some that the Nazis deliberately sunk the *Athenia* simply to be able to make such a charge against the British Admiralty. Thus we see the "card stackers" advocating all manner of theories and opinions, publicizing facts and alleged facts in order to create suspicion and distrust and hatred for the enemy—and to win approval, approbation and sympathy for their own sides.

The "Band Wagon" is a device to make us follow the crowd, to accept the propagandist's program en masse. Here is his theme: "Everybody's doing it." His techniques range from the medicine show to the dramatic spectacle. He hires a hall, fills a great stadium, marches a million men in parade. He employs symbols, colors, music, movement, all the dramatic arts. He appeals to the desire, common to most of us, to "follow the crowd". Because he wants us to "follow the crowd" in masses, he directs his appeal to groups held together by common ties of nationality, religion, race, environment, sex, vocation.

In England the thing to do is to sign up for the army, navy, air-corps, or for one of the women's auxiliary organizations. The white feather of disapproval and scorn goes to those who do not "follow the crowd". In Germany overt disapproval of the war is

already leading to prison sentences and death. So long as democratic realities persist in America, with freedom of speech, freedom of press and assembly, with competition of propagandas, we shall be urged to get on *various* band wagons. Once we are in the war there will be only *one big* Band Wagon.

Raymond Clapper, Scripps-Howard Washington correspondent, on September 9, 1939 wrote:

"Every American has the right to argue as to what our best course should be. It is only after we declare war that the time for argument is over. The only question then is how to win. Until then don't think that anyone who disagrees with you is a spy, or unpatriotic. He may only be more intelligent."

Earlier Mr. Clapper had written:

"Two opposite conceptions of public opinion are in practice today. One is that used by dictators, which is that public opinion is something created by the government as a means of carrying out the policies of the dictator. The other is that in practice in the democracies. It is that public opinion develops out of a clash of free discussion and argument and that the government, while participating in the debate, is under a moral obligation to be guided by the conclusions. Indeed, the obligation often is mandatory, upon the penalty of being ejected from office. . . . It has been said that dictators regard a free press as a nuisance and abolish it, and that believers in democracy also regard a free press as a nuisance but thank God for it."

In other words, what America needs now, as seldom before, is the ability to recognize propaganda; to see its relationships to conflict; to scrutinize the channels of communication; to develop an objective sensitivity in the camera film of the human mind. If we do this we shall analyze propagandas in terms of the greatest good of the greatest number, and such analysis, remember, is possible only in a real democracy.

# The Value of a RESPONSE GRADE

By NORMAN L. WITTKOP

TO OVERCOME partially the possibility of unfairness and to win more confidence on the part of the class the "response grade", which is one-third of the monthly mark, was initiated in our school.

Just before the periodical monthly examinations part of a class period is devoted to obtaining and recording the response grade. Each student is asked to evaluate himself on his class participation. Has he been poorly prepared, given half-hearted answers when called upon, and has he participated in the class discussion only when urged to by the teacher? These are a few of the things the student must keep in mind when evaluating his class participation. As the student gives a numerical or alphabetical mark that he thinks is fair the other members of the class who approve the mark raise their hands. If only a minority raise their hands the teacher then asks "Less?" and if the majority agree that the evaluation should be less the teacher accepts the rating.

It has been my experience, during the past year's work with seventh-, eighth-, and ninth-grade students of all intelligence levels, that not only is a vast amount of fairness evident on the part of the student, but that such procedure encourages and vitalizes a feeling of confidence and fair play. The class response in all situations

seems to be better and it is certainly evident to the teacher that a better spirit of good fellowship prevails. You may raise the objection that a popular student would receive a higher mark than he deserves. Contrary to this surmise, the popular student is subjected to some very close evaluation by his classmates. They are not big hearted and over generous when it comes to marks. Timid students who may undervalue themselves have on innumerable occasions had their classmates rate them higher.

Confidence begets confidence, and to have a reputation for fair play and square dealing under all circumstances means much to the teacher. With the response grade in effect there is noticed less peanut politics on the part of the student. By that I mean that the student is not actuated by designing motives when he asks for so-called "special help". As humans we teachers are as vulnerable to flattery as anyone else and flattery has helped many a student get a good mark.

A certain amount of character building accompanies the "response grade" system. Honesty, fairness, and a moral sense of right loom outstandingly. The student knows that his work is subject not only to the teacher's evaluation but to the evaluation of 30 or 40 of his classmates as well.

To summarize: I have found that the "response grade" inculcates friendship for and more confidence in the teacher as well as develops a deep sense of honesty, fair play and square dealing on the part of the students. Developing these virtues in a student is worth far more to him and to his present and future associates than the subjects he studies in school. The right mental attitude toward others is an indispensable asset to the individual and the community.

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EDITOR'S NOTE: *In the monthly marks of pupils in many classes of the Steuben Junior High School, Milwaukee, Wisconsin, "response grades" count one-third. Pupils are graded by their classmates—and class judgments are very accurate, reports the author, who teaches in the school.*

# *Methods and Pitfalls in* CONSUMER EDUCATION

By HARRY A. BECKER

FOR FIVE years I have included units on consumer problems in courses in social studies, problems of democracy, American history, and guidance information. These have been my objectives:

1. To develop an awareness of consumer problems.
2. To develop a scientific and critical attitude toward the various sales appeals.
3. To become familiar with agencies and sources of information helpful to the consumer.
4. To provide experiences to improve the ability of students to make rational choices.
5. To make students realize that consumers must organize.

The first, or approach, stage in the teaching of the consumer unit will require a full class period. I usually begin by relating the new unit to units and topics already studied—in American history, i.e., to the development of the factory system, anti-trust laws, the tariff, the Muckrakers, the first Pure Food and Drugs Act, the Federal Trade Commission, and the New Deal.

Then by selected readings, charts, pictures such as those in Kallet's *Counterfeit*, and in my own words I sketch the main consumer

problems. I point out the perplexing number of brands of every article (4,500 brands of canned corn); how the real quality of goods is frequently cleverly disguised (sheets which lose gloss and weight after the first washing); how meaningless most labels are ("Mammoth" "De Luxe" "Colossal" may mean anything or nothing); the confusion of grading systems (fourth-grade eggs are labeled grade "D" edible in Illinois, and Vermont "A" in Vermont); that a cent's worth of chalk made into toothpaste sells for 50 cents a tube.<sup>1</sup> I point out some misleading advertising.

By this time the class has become very interested. Someone will usually say, "There ought to be a law against such things." Another asks why there isn't a law. "How can we find out the truth about stuff?" asks a student. I assure the class that our study of the unit will yield the answers to these and other questions.

Before we begin making plans for the study of the unit, I ask each student to turn in a list of goods or services he chooses by himself, and a list of goods or services he chooses in cooperation with other members of his family. This helps to convince all of the class that consumer problems are their problems. It also informs me of what goods and services the pupil should especially investigate in order to make the most intelligent choices.

Because the only purpose of the unit is to help students choose goods and services more intelligently, I call for suggestions as to what the class would like to include in our

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EDITOR'S NOTE: *The author teaches social studies in the Hamden, Connecticut, High School. His experiences in consumer education throughout the past five years have been in the development and teaching of consumer units in social-studies courses. This article covers not only methods that Mr. Becker has found effective, but also methods which he has discarded as impractical.*

<sup>1</sup> Examples taken from Wyand, Charles S., *The Economics Of Consumption*. New York: Macmillan Company, 1937, pp. 118, 292-3.

study. As suggestions are made they are listed on the blackboard. These suggestions will usually include most of the important topics, but if an especially important topic is not brought up, I suggest it myself. It will be found that all of the suggestions made may be grouped under three headings: general consumer problems, special studies, and specific goods and services.

We study first the general consumer problems because the knowledge we gain in this general study will help greatly in making special studies and in studying specific goods and services. Moreover, interests which develop in the general study may be carried forward in special studies.

My classes usually have rotating program committees on which all students in the class take turns in serving, and the suggested topics which have been grouped under general consumer problems are turned over to this committee. It organizes and leads the class discussions, plans debates, panel discussions, dramatizations, oral reports, demonstrations, and interviews. In short, it is largely a planning committee and it calls on almost everyone in the class to take some part in the program.

Two class periods may be required to make plans and preparations for the class program on general consumer problems. For each main topic, the program committee will prepare a list of the main points to be included, a series of questions on the topic, etc. These will be assigned to various members of the class who will be responsible for making these contributions in the class program.

The two class periods following the making of plans for the class program are usually devoted to preparations for the program. Pupils work by themselves and in groups. Permission is given pupils to visit industry, business, or government agencies. Pupils read, some correspond. Some look up references on topics in the *Readers' Guide* and in the *Education Index*. Some of the pupils work in the library, rather than in

the classroom. The teacher goes about helping, suggesting, and clarifying.

The teacher is very active during the approach stage in the teaching of the unit, less active in the planning stage, and is only a member of the class group in the class program stage. The direction of the class is then in the hands of the program committee, whose members take turns in presiding. Every member of the class has some part in the program. During this time students have an opportunity to select a special topic or problem for study—a required activity for the latter part of the consumer unit. The class program on general consumer problems requires about two weeks.

There is a great deal of "doing" in the consumer unit. Reading is only one of the activities. The fundamental activities described in the following paragraphs are required in varying degrees of all students. Some of these are activities carried on largely during the first part of the consumer unit. These provide the background and skills for intelligent consumption. Other activities are carried on throughout the unit and are to be carried into everyday life. These are the regular habits of the intelligent consumer.

1. Do as much shopping as possible. In shopping make choices of goods very carefully in accordance with the methods and techniques recommended in class. Volunteer to do shopping for Mother. Mother will be very pleasantly surprised; you will have more opportunity for experience.

2. Study newspaper, magazine, and radio advertisements. Compare the descriptions of the goods with the actual goods. Compare the claims made for the goods with ratings given the goods by impartial testing agencies such as Consumers' Research, Consumers Union, or the American Medical Association.

3. Tune in on radio broadcasts of interest to consumers. The *National Farm and Home Hour* broadcast daily by NBC is perhaps the best known. The Consumers' Counsel of the AAA has cooperated with the Gen-



eral Federation of Women's Clubs in consumer broadcasts. There are early morning broadcasts especially directed to farmers, but which may be of interest to all consumers. Many stations have *Home Forum* programs. The Office of Information in the Department of Agriculture supplies a large number of stations with material for a *Housekeepers' Chat* daily program. The New York City Department of Weights and Measures has sponsored a series of consumer programs. So have a number of Better Business Bureaus. Macy's Department Store sponsors a *Consumer Quiz* program. A class committee should investigate the programs of local, nearby, and national broadcasting stations and draw up a Consumers' Radio Program List.

4. Make one or both of these simple studies. Make a chart of your findings.

a. Compare packaged and bulk goods of equal quality (dried prunes, cookies, etc.) to determine the additional cost of packaging. Note packages of misleading shape.

b. Examine labels on packages and canned goods to determine whether quantity is clearly marked and how quality is indicated.

In making the studies under activities 5 through 10 you will find that publications and annual reports of the agencies mentioned will contain valuable information. Many of these are in the Vertical File of the school library. You should obtain information concerning the purposes, history, activities, and usefulness to consumers, of these agencies.

5. Study by personal visit, interview, observation, and by reading their literature, one of these local public consumer-protection agencies:

Department of Health	Fire Department
Department of Weights and Measures	Police Department
Electrical Inspection Bureau	

6. Study one of these state consumer-protection agencies:

Agricultural Experiment Station	Department of Labor
Dairy and Food Commission	State Board of Health
Department of Agriculture	State Police

7. Study one of the federal agencies which carry on consumer protection or whose functions are especially important to consumers. The AAA Consumers Counsel Bulletin *Sources of Information on Consumer Education and Organization* lists 26 such federal agencies. To these may be added the Post Office Department, the Interstate Commerce Commission, and the Securities And Exchange Commission.

8. Make a study by personal visit, interview, and observation, of one of these local private agencies carrying on consumer welfare: Chamber of Commerce (member of Better Business Bureau); Consumers Cooperative; Credit Union; or Women's Club.

9. Make a study of one private national association which carries on work important to consumers. The AAA Consumers' Counsel Bulletin *Sources of Information on Consumer Education and Organization* lists 12 such organizations. There are many others. For example: American Dental Association; American Medical Association; American Public Health Association; American Social Hygiene Association; American Society of Automotive Engineers; American Standards Association; National Consumer-Retailer Council; or Pollak Foundation.

10. Make a study of one of the trade associations. For example: American Gas Association; Better Business Bureau; Fire Underwriters Laboratories; Institute of American Meat Packers; Laundry Owners Association; National Electrical Manufacturers Association; National Lumber Manufacturers Association; National Retail Dry Goods Association; United States Chamber of Commerce; or Wool Blanket Manufacturers.

11. Visit at least one local factory, especially observing (1) ingredients or materials

used, (2) purity or care in manufacturing, (3) how products are inspected, (4) how products are labeled, and (5) how products are guaranteed.

12. By using the *Readers' Guide to Periodical Literature* or the *Education Index* make a list of worthwhile magazine articles and pamphlets on any one of the general consumer problems. The *Public Affairs Information Service* may also be used.

13. Become familiar with the following consumer publications: *Automobile Buyers Guide*, *Consumers' Guide*, *Consumers' Defender*, *Consumers' Digest*, *Consumer Education Service*, *Consumers' News Letter*, *Consumers' Research Bulletins*, *Consumers Union Reports*, *Federal Trade Commission Monthly Statement of Work*, *Notices of Judgment under the Food and Drugs Act*.

14. Become familiar with columns devoted to consumer problems in the newspaper and magazines listed: *New York Herald Tribune*, *Good Housekeeping*, *Pictorial Review*, *Woman's Home Companion*, *Ladies' Home Journal*, *Delineator*, *Child Life*, *Parents'*, *Physical Culture*, *Popular Science Monthly*, *Retailing*.

15. Read chapters, pamphlets, and books as recommended in class.

16. Keep a Consumers' Diary. Make a daily record in your notebook of your consumer activities. This should be brief, but complete. Include shopping, interviewing, correspondence, reading, etc. The diaries will be checked several times during the unit.

After we finish our study of general consumer problems, we are ready to make special studies and to investigate specific goods and services. Some of the suggestions made by the class at the beginning of the unit have been grouped under these headings, and study of them postponed until after the study of general consumer problems.

Each student is required to make a special study. This may be an individual study or one undertaken cooperatively with other students. The scientifically minded student may make a chemical analysis of brands of

tooth paste or soap. A student may make a special study of labeling. A special study may be made of types of cotton cloth, small loans, or cost of electricity. A group of students may prepare a dramatization of a hearing on a proposed Pure Food and Drugs Act. A special study may be made on any phase of consumership which high-school students can carry out successfully, and complete in not more than three weeks.

An outline of every proposed study must be submitted and approved. About a week is devoted to planning, obtaining approval, and beginning work on the special studies. The work may be done in whatever place is best suited to the particular special study: the market, the chemical or food laboratories, the library, etc. The last two weeks of the consumer unit are devoted to oral reports and class discussions on the special studies. The final discussion of the consumer unit is on "Developing a Program of Action for Intelligent Consumers". The unit usually requires six weeks in all.

Evaluation of students' work is based only on students' participation in the class program, quality of the special studies, and upon my observation of the everyday consumer activities of students. The Consumer Diaries kept by students are also of help.

Neither written nor oral tests are given. Throughout the unit every effort is made to limit the material and activities of the unit to those which will help pupils be better consumers if they use them. Students study and work for their own benefit and do not memorize a lot of "stuff" just to pass a test.

*Pitfalls to Avoid.* 1. The two purposes of the approach stage are to point out consumers' problems to students and to show them that these problems do concern them. The approach stage must not be neglected. If its purposes are achieved students will work on the unit without pressure from their teacher. They see the immediate value of the study to themselves. If these purposes are not achieved, work must be motivated by the usual marks and tests.

2. When outlines, summaries, and written answers to be turned in to the teacher are required, and when students are required to memorize a body of material, interest is deadened. The student has little time to engage in the activities that the intelligent consumer should do throughout life (shopping, studying advertisements, listening to the radio, reading consumer literature, etc.). The result is a traditional unit, static in content and only indirectly related to everyday consumption.

Many of our units are in the curriculum because of tradition or inertia. A consumer-education unit is one of the few which meets the main aim of education that was stated by Briggs as being to help pupils do better the desirable things they do anyway. Because of this difference, it is a sad error to carry over in teaching consumer education the objectives and methods of the traditional subjects.

3. There should be a different attitude toward testing and the evaluation of pupil work in a consumer unit. The giving of tests causes students to devote their time to studying material to be covered by the test rather than to engage in desirable consumer activities. This is inconsistent in a unit which has real and immediate value for students. In a consumer unit the teacher does not have to test students to find out what they do not know. Students will come to the teacher for help in explaining things they do not understand.

4. It is unwise to require, beyond a minimum, identical assignments of students. Students are different in abilities and interests. Only a few students are capable of technical commodity testing. This is not a calamity. What all students need to know is how to obtain expert and reliable information on commodities. This recognition of individual differences makes possible better use of materials of instruction. The members of the class are usually using different materials. If assignments are identical the entire class may

be trying to use a single book, pamphlet, or magazine article at the same time.

5. Do not attempt to have students become well informed on all consumer commodities. This is not possible. Many goods can be judged only by experts who have devoted their lives to the study of the goods. Even the writers who have attempted to compress information on all commodities within the covers of one book not only omit much, but also include inaccurate information. The author of one such book states that the difference in costs of similar life insurance policies from different companies "over a period of ten or twenty years is negligible".<sup>2</sup> However, a chart comparing the rates, dividends, and cash values of policies of forty-six United States and four Canadian Life Insurance Companies for 1938 shows a difference of over \$1,000 in the net costs of identical \$10,000 Whole Life Policies after twenty years.<sup>3</sup>

Moreover, students are not equally interested in all goods or services. Attention should be given first to those goods and services which students are actually choosing.

6. It is wise to organize a class calendar for visits and field trips. So far as possible all students who are interested in a given visit or field trip should try to go at the same time. Students who wish to visit the Department of Weights and Measures, or any other department, should go in one group if possible. A public official who has a number of visitors at different times from the same class can hardly be expected to be helpful or even courteous. Some factories carry on certain processes, or are open for inspection only at stated times. By making definite arrangements for visits and field trips, students can be sure of seeing the production processes in which they are interested, and of talking with the key officials and workers.

<sup>2</sup> Bennett, H., *More For Your Money*. New York: Chemical Publishing Company, 1937. P. 236.

<sup>3</sup> *Insurance Guide*. Published by the Albert Guide, 63 Grove St., Stamford, Conn.



## Shore High School Introduces 2

# CONSUMER COURSES

By ROBERT E. FINCH

IT is a lamentable fact that not more than one out of one hundred buyers of insurance really understands what he is buying," the head of one of our country's largest insurance companies told us not long ago.

"Neither from the standpoint of the educator nor the business man have we even scratched the surface on the problem of training the student in consumer education. On both our parts we have too long neglected a very real responsibility," another leader wrote us.

Shore High School, like many high schools throughout the country, has been teaching typewriting, shorthand and book-keeping, the traditional commercial subjects. We sensed, however, that our vocationally trained students were not adequately prepared to handle their own daily, personal-business affairs.

We felt, also, that our present business and economic life has developed to such an extent that a background of marketing, commercial law, advertising and salesman-

ship was essential to our commercial students. Business, today, demands more than the ability to perform a skill. We realized that we must do more than teach our students how to operate a typewriter, make journal entries and take shorthand notes.

In developing our new courses we spent considerable time discussing our plans with business men, parents, educators and students. They have all given us some valuable suggestions.

The average business man very definitely believes that consumer-business education should be a part of our secondary-school program. He believes there are definite points on which the consumer is woefully lacking. He also believes that it is the job of business and of education to train consumers.

We questioned two hundred business men, large and small, throughout the nation. We asked these business men, first of all, if they thought the public school should train the student in the intelligent buying of the goods and services offered by business. Almost without exception the answer was definitely, yes!

The vice-president of one corporation summed up the attitude of most of these men when he said, "I believe that legitimate business has nothing to conceal and that it has much to gain by an intelligent understanding of its business."

An advertising man told us that there are too many people who because of advertising and cagey sales presentation pay more for items than is justified, or who buy items they do not need. For example, a large percentage of people change from one brand of tooth paste to another, depending on the

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EDITOR'S NOTE: *When talking movies first appeared, some of the smartest producers dismissed the new "fad" as something of no great significance to the industry. For some years the faculties of many high schools similarly misjudged the consumer-education movement. But it is now spreading rapidly in the secondary-school field. In this article Mr. Finch, who teaches in the Shore High School, Euclid, Ohio, discusses the introduction and development of two one-year consumer-business courses in his school—one for freshmen and sophomores, the other for juniors and seniors.*



radio broadcast of a hot swing band as their basis for judgment.

A local real estate man follows the old adage that a little knowledge is a dangerous thing. "We certainly believe students should know the essentials about real estate since it is the basis of all wealth. So many people, however, rely on their friends, the corner grocer, or the drug store clerk for opinions. Such procedure is dangerous in seeking medical advice, drawing legal papers, or in buying real estate."

Mr. Kenneth Backman, president of the National Association of Better Business Bureaus, wrote us, "It is the business of business to sell. It appeals to a big market. It can't pick and choose its customers. It can't say to one customer, 'this isn't for you' or 'you shouldn't have this.' It is the job of education to train consumers in the intelligent use of money."

The average business man would like to have us do two things. First, train our students in the intelligent purchasing of goods and services in order that they will not fall victims of fraudulent and unfair selling methods. Second, train our students how to exercise their best judgment in the handling and spending of their incomes.

The parents of our community likewise emphasized the importance of training in money management and personal finance. We questioned some two hundred parents and found them keenly interested in the development of our consumer-business course.

We organized our new course into two sections, a one-year course for freshmen and sophomores, and a one-year course for junior and senior students.

Our present first-year course is made up of the following units:

1. Our Relation to Business
2. Forms of Business Organization
3. Transportation
4. Communication
5. Money Management
6. Banking
7. Credit
8. Instalment Credit

9. Personal Finance
10. Insurance
11. Investments
12. Real Estate and Home Ownership
13. Building Your Own Business
14. Business Records
15. Choosing a Means of Earning a Living

Our advanced course is made up of the following units:

#### A

1. Retailing
2. Salesmanship
3. Advertising
4. Commercial Law

#### B

1. The Consumer—His Place and Importance
2. Marketing System
3. Why People Buy
4. The Effect of Prices on the Consumer
5. Standardizing and Grading
6. Labels, Packaged Goods and Guarantees
7. Rules of Buying
8. How to Buy Foods
9. How to Buy Clothing, Shoes and Fabrics
10. How to Buy Household Appliances, Mechanical Equipment, and Automobiles
11. Taxes
12. Frauds and Swindles
13. Protection of the Consumer

We like the laboratory-studio plan of teaching consumer-business education, and we have been trying to develop it as much as possible. We have been trying to get away from the traditional type of class recitation—questioning the students to see if they have read the lesson for the day. There is so much material available in the field of consumer-business education that the laboratory plan seems to be quite effective.

We assign small groups of students or individuals to study various sub-units and report their findings to the class. For example, material sent out by the Government or private agencies, such as the Better Business Bureaus, is excellent for these study groups. The school library also secures reference books for us from the Cleveland Library.

In our advanced class we use no textbook, as our material is gathered from reference

books, periodicals and pamphlets. Lack of a sufficient number of reference books in our own library has been a difficult problem for us, however. Obtaining available time for students to do reference work in the library has also been a problem.

The most important principle in the selling of many articles, as far as their demonstration is concerned, is to let the customer handle the goods. Why not apply this same principle to our teaching and permit the students to put into practice the facts they have studied? Regardless of how good a textbook may be, the course will be only partially efficient unless the students can carry out projects in the thing which they are studying. This is one subject that must be made practical or interest is lost.

For example, in the study of retailing we have a short project on window decoration. This year the students obtained permission from five or six merchants to decorate their windows. The class was divided into six groups and each group worked out a plan for the decoration of their window. A committee of students chose the best display.

We have also been trying to make effective use of field trips. The school furnishes a bus for such trips. We find them of value if they are properly planned and followed up with a discussion. For example, we found an inspection of a private-fee testing laboratory quite instructive as a part of the study of standardizing and grading. At the laboratory the students were given an actual demonstration of quality testing of concrete, steel, sand, coal, gasoline and a host of other materials. It would have taken many hours of study to have gained the clear presentation made at the laboratory.

We have been using a few motion pictures, but we have found it difficult to schedule suitable pictures at the exact time it is needed in the development of a unit.

We find that guest speakers, such as local real-estate men, for example, can contribute much toward a unit on home ownership. Unfortunately, we as teachers cannot be

classed as specialists in all the units we teach in our consumer-business course. The field is too broad. An outside authority can be of great benefit in developing many units.

We find that students' experiences, or the experiences of their families, can contribute much, especially in the buying of goods and financial services such as loans. The students seem quite willing to tell how Dad got taken in on some fake investment.

Our present course in consumer-business training is far from perfection. We feel, however, that we have made a beginning. Out of our experience we should be able to develop a course of real value.

The need for consumer-business education in our schools can be summed up in a statement recently made by the Better Business Bureau in the October, 1938 issue of the *Harvard Educational Review*:

"A recent blind-faith scheme was the promotion of John Bruce Heath, who promoted a scheme in Boston under the name of Bainton Associates in which he promised to make 25 per cent a month for investors who would turn their money over to him. He dramatized himself as a financial genius who had recently run up a small amount of money into a large fortune. *An estimated 95 per cent of his victims were school teachers!*"

Several years ago I was astonished when an outstanding graduate told me, several days after graduation, that he had signed up with a correspondence school that guaranteed him a civil service job. He had borrowed the money to pay the exorbitant fee demanded by an agency no more qualified to promise a \$2,000 a year government job than you or I.

Today I picked up a current issue of a well-known educational journal and read a similar advertisement addressed to teachers!

Do we need consumer-business education? To say that students need it would be an understatement. Teachers could profit by it, too.

# MANAGING CHILDREN

By  
MALCOLM KECK

Light on that troubled area—  
discipline in the modern school

**R**ELIABLE RESEARCH has proved that more teachers fail because they are weak in discipline than for any other single reason. Too much freedom results in chaos and confusion. Too much force or teacher domination results in puppet-like performance and no opportunity for children to participate in their own government.

If you hope to catch fish, you naturally study their habits so that you may get to the right place at the right time to lure them with bait that is particularly attractive to them. If you wish to develop a beautiful lawn, grow flowers, or have a productive garden, you must study the ways and means to aid nature. If you hope to be successful in dealing with children, you must apply the same principle. In addition to understanding the child mind (why and how it works as it does), we must understand the environmental factors which may or may not be in defiance of the ideals we are attempting to inculcate.

The child spends only one-fifth of his wake-hours in school annually. The other four-fifths of the time, the radio, the movie, the magazine, the alley, the park, the corner store, the funny page, the gang, the home, the neighbor, and the church are educating him. Some children come to school nervous, irritated, and restless on the morning after

a well known radio program. They bite their nails more than usual and show the affects of nervous tension and lack of good sleep. Some children are nervous and feel insecure because their father is licked and beaten in life—he has not been able to adjust to WPA or relief. The whole family is upset because of inadequate finances and loss of hope. Many children go to the movies twice a week. A good teacher can usually spot the movie goers after a few weeks' contact with a group of children.

The teacher who cannot learn to manage children under the conditions which accompany teaching is a failure. The wise teacher is perpetually studying children as well as the conditions and factors which operate in their lives.

If you continually have trouble managing children, it is time to take inventory by asking yourself some questions:

Does my personality clash with too many people?  
Do I have my work well organized?  
Am I interesting children?  
Do I have a sense of humor?  
Can I see the child's point of view?  
Am I consistent?  
Are my pupils sharing in their own government?  
Am I too much disturbed about little things?  
Are my teaching methods up-to-date?  
Am I teaching subject matter or boys and girls?  
Is the work too difficult for the slow pupil?  
Should I spend more time in conference with individual pupils?  
Do I talk too much or too loud?  
Am I physically and mentally fit to teach?

On the other hand, a child should not be permitted to:

Practice discourtesy and disrespect.  
Form the habit of being late.  
Be lazy and just get by.  
Be irregular in attendance when it is unnecessary.  
Be unreliable and dishonest.

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EDITOR'S NOTE: *Writes the author: "In times such as these, managing young people becomes more and more challenging. This article is a summary of the things I have discussed with teachers in the effort to aid them in this important responsibility." Mr. Keck is principal of the Prescott School, Minneapolis, Minnesota.*

Disregard the simple rules of hygiene.  
 Talk all the time and never listen.  
 Be disloyal to his home, school or friends.  
 Be selfish and not consider others.  
 Be a trouble maker and not cooperate.  
 Act like an uncivilized being in public.  
 Disregard the Golden Rule.

Many teachers feel that the attitudes and habits formed while dealing with subject matter are more important than subject matter which will soon be forgotten. It has been said many times that attitudes are caught—not taught. Anyone will admit that tolerance is not inspired by an intolerant teacher; that unselfishness is not developed by a self-centered leader; that security and balance is not encouraged by a person who lacks poise and stability. The successful teacher must be a leader and exemplify the qualities he wishes his pupils to possess. Wise leadership is always better than force in managing people.

The successful teacher in discipline is not the one who permits the youngsters "to get by with murder" in order to avoid possible friction and trouble. The successful disciplinarian is the teacher who can lead youngsters to do what is right and reasonable and at the same time make them feel responsible for their own acts. When this is achieved, pupils will not blame others for their own mistakes and failures.

*SHALL I SEND HIM TO THE OFFICE?* is the question that frequently comes to the mind of the teacher in distress.

I know two principals who represent opposite extremes in discipline policy. One man tells his teachers at the beginning of the school year not to send any child to him. He says that it is the teacher's job to handle youngsters. His school is in a continual state of confusion. Unity is lacking. The other principal has to run the whole show himself. He wants every little insignificant thing to go through his hands. As a result his teachers lack initiative and do not grow as they should. They are too dependent.

Here is what I would say to you if I were

your principal or superintendent: "I disagree with both of these principals. It is my job to make your work easier and more efficient if I can. I expect you to handle your own discipline insofar as it is practical. You should not abuse the privilege of sending children to the office. I feel that a teacher loses with the group when he or she calls on someone from the outside too often. However, I want you to know that I will gladly back any teacher in discipline matters as long as I feel that the teacher is right, reasonable and fair."

The public is financing the public school to build better citizens. We do not do society a favor, or the child either, when we permit him to be impudent, irresponsible, careless or disobedient.

The best teacher is the teacher who can get the most youngsters to do what they ought to do anyway while causing the least amount of antagonism and friction. Please do not misunderstand me. I do not mean that we should diplomatically withdraw rather than face the facts with an obstinate or temperamental child. No youngster should be permitted to disrupt an entire class and be disrespectful of others. He must learn to live in a world with all kinds of people. The sooner he learns to make necessary personal adjustments the better it will be for him and others about him.

Here are some discipline suggestions for your consideration:

1. Organize your classroom so that the youngsters participate in their government.
2. Fear should never be used until everything else has failed.
3. Be calm and collected. Composure always wins. When disturbed and upset, you usually do the thing you wish you had not done.
4. Try to see the child's point of view. You can never win another to your way of thinking until you first admit the truth of the position he holds.
5. The proper gap between child and teacher must be maintained. You cannot



let all barriers down one minute and bear down the next. Be consistent.

6. Be kind, just and fair, and fear not. When you are wrong be quick to admit it.

7. The quickest way to arouse resentment and rebellion is to take the position of an unreasonable autocrat.

8. Never be concerned only about the act which has been committed. Try to find out the reason for maladjustment.

9. Prove to children that you are a guiding friend rather than a driving taskmaster. Prove to children that you are interested in them.

10. Talk things over until both of you have found a middle ground. Don't be afraid to give a little, because youth is inexperienced in a complicated society. He is just learning.

11. Never send a child home at the close of the day until the books have been balanced. If possible, his mind should be relieved and happy. You hurt yourself and the free public school every time a child goes home feeling bitter. Settle it right then and there or have a conference with the child at the close of the day.

12. When you see a discipline problem developing learn all you can about the personal and home history of the child. Make a case study of him and be ready to recom-

mend the thing you think he needs.

13. Your discipline problems will be few if you have your work well organized and you proceed in a business-like manner.

14. Whenever possible meet the parent and "lay your cards on the table."

15. Do not feel that you have admitted inadequacy to your principal if you send a case to him. That is part of his job. If you send youngsters to him every day, however, he is apt to begin to wonder if you are big enough for your job.

16. Sincerely praise all you can. Do not find fault too much.

17. Study children's good points and make them feel important.

18. It is a mistake to demand and order people around. Make children want to do what you suggest.

19. Remember to call children by name. You won't seem so distant then.

We must continually analyze our procedure, our motives, and our personalities. We cannot hope to bat 1,000 in handling these problems. There will be discipline problems and clashes between personalities. That is to be expected. Such clashes do not necessarily indict the teacher or the pupil. No one ever "arrives" in this matter of guiding and directing youth. It continually challenges the best that is in any man or woman.



## Practical Thoughts on Guidance

By JOSEPH BURTON VASHE

John Bunn, dean of men, Stanford University, and nationally-famous basketball coach, in a recent discussion of Guidance Problems before secondary-school principals and counselors of Central California, emphasized the following points:

(1) The recommendation from the high school is a definite indication of what the student will do in the university; (2) students who come to college do not know how to read—remedial reading is a definite need of a high percentage of freshmen; (3) many have not learned to study; (4) social adjustment to university life is a tremendous prob-

lem; (5) the problem of finances is another grave one—students should be advised to attend those schools they can afford to attend; (6) few university students—less than one-third—have made a vocational choice—changes in choice are frequent; and (7) there is need for far better cumulative health records than now exist, because it is essential that the college know this aspect of each of the students well.

Dean Bunn's remarks emphasized the need for better coordination of efforts between the high school and the university.

# THE APPLE

By  
ELEANOR F. BROWN

## in American Education

THE MODERN educator, creatively, progressively, and sociologically inspired as he is, has overlooked a great and unlimited source of activity in the schools, a vital, dynamic activity arising naturally, logically, and psychologically from the pupil's own interests—the common, ordinary eating apple.

A searching survey back through the history of education will reveal with unflinching scientific exactitude the importance of the apple as an educative commodity, a living experience shared by pupil and teacher ever since the days of Adam, Eve, the Serpent, and the Garden. Bad boys have brought the apple as a peace offering; good boys have brought it as a tribute and to make their places even more secure. Mediocre boys have brought it in hopes of a rising status.

All these remarks apply to girls too, except that the time-honored legend for some reason has always depicted a blushing boy holding out an equally rosy-cheeked apple to a beaming pedagogue. And teachers since the days of Eve have been unable to resist

its wiles, that is, all except a very few who maybe aren't quite human.

So who is there alive who can say with absolute certainty that a mere apple has not often tipped the scales in favor of the recreant or raised a grade the necessary point, or brought an inner softening to otherwise hardened hearts?

The whole subject immediately opens two fruitful lines of graduate research for the thoughtfully minded. Why cannot we have a carefully controlled experiment with two classes, closely equated, studying the same things in the same school, under the same teacher, with one and only one variable? In one class let there be apples. Consistently and continuously; let students vie with each other to bring bigger, better, and more glowing apples. In the other class let there be not even a sign of an apple, not even the seed of an apple; let us pre-test and post-test and carefully compare results in achievement, grades, dispositions and digestions. Dollars to doughnuts there will be a difference in favor of the apples!

And has not the old saying "An apple a day keeps the doctor away" real validity in this instance? Health service is expensive, and if we can cut down on the services of a medical practitioner by the simple expedient of the apple, why not?

Another fruitful line of research might be "A Comparative Study of Present Preferences of 10,000 Teachers, Principals, Superintendents, and State Education Officials as to Size, Type, Color, Age, and Flavors of the American Apple, together with a Report of Reactionary Responses upon Receiving Them and Present Attitudes toward Receiving Them", or a similarly concise title. As a result of such a survey, with the appli-

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EDITOR'S NOTE: *Back toward the beginning of things, the apple became notorious as the immediate cause of the downfall of man. It has since been celebrated as a means of keeping one's income from gravitating toward the medical fraternity. The folklore of the nation has perpetuated the influence of this fruit upon the training of our young. But as far as one editor knows, this article is the first definitive statement, with recommendations, of the apple's place in education. Miss Brown teaches in the Grosse Pointe Senior High School, Detroit, Mich.*

cation of the split halves method, students should be better equipped to meet individual differences and teacher interests in the ultra-progressive polished school of the future.

Apple polishing has for a very long time been a ceaseless and creative activity of American education. It is high time to recognize it in this period of freedom of expression. It has so many possibilities. One grade teacher I know, and her roommate as well, had an attractive basket in the corner for all contributions, and existed in part at least all of one depression year upon the apple sauce, apple pie, apple turnover, and apple crisp made with the proceeds. The turnover is often large.

After all, when we get right down to the core of it we hear much about the core curriculum. That in itself is proof that some enlightened educators are aware of the apple's importance. Personally, as a further step I wish to recommend the following system of grading as a full and complete recognition of the system of apple polishing. This is particularly applicable to the higher institutions of learning but is equally valuable for high- and elementary-school use. On the first day of classes the teacher should fully and clearly explain the grading and its basic principles:

For one good, polished apple .....	A
For one apple, not polished .....	B
For a crab apple .....	C
For apple sauce .....	D
For no apple at all .....	E
For a wormy apple .....	F

So clear and simple is this that there cannot possibly be confusion. And in line with modern educational practice there can be no failure so long as the apples remain pure and undefiled.

Of course, as the student's thinking grows in maturity so does his concept of the apple. As a result the apple itself becomes more abstract, more symbolic and less in material evidence, until upon the college level it has practically disappeared as a visible manifestation. And this is indeed a pity, for college professors have just as good appetites as their colleagues on the lower levels.

Thus we have a remedy for the educational ills of the day—a revival of the apple and the extension of concrete apple experience to the upper levels. Perhaps the crude apple could be offered to college and university professors in diluted form—as apple cider, let us say. It might materially enliven the academic halls and classrooms to allow the cider to set for some time before administering. This would be hard we know, but certainly a worthwhile activity.

And may we dare to hope that somewhere along the line, as a by-product, incidentally arising as a result of indirect vocational guidance, there may emerge that rare genius among students, that proof of transfer of training, that individual who finds a use for his education and will become so skilled in the gentle art of polishing that he becomes a super-salesman of furniture polish?

Meanwhile in our American educational democracy the educators munch fearlessly on!



## Our Coats of Many Colors

For many years every issue of THE CLEARING HOUSE appeared with a standard orange cover color. Each of the numbers published this school year will have a different color on the cover. This increases our printing costs. But we believe that readers will appreciate the advantage of being able to distinguish the different issues at a glance, and to know by a new color that a new number is available.

## ➤ IDEAS IN BRIEF ➤

### Practical ideas selected and condensed from articles in state and specialized educational journals

#### *School Builds Tour Tradition*

Glyndon, Minn., High School has built a four-year tradition of post-graduation trips. Each freshman class begins a four-year savings fund to finance the trip. This year the graduating class visited the Black Hills and Yellowstone. The trip was made in passenger automobiles with faculty representation and careful selection of drivers. James A. Dahl, superintendent, reports that this tradition is successful in improving the holding power of the high school.—*Minnesota Journal of Education*.

#### *Adventure*

"The Spirit of Adventure in Life and Literature" was selected by students in one of the author's English classes in the San Pedro, Calif., High School, as the theme of their work. Starting with a consideration of recent movies, a list of adventure films was made, and favorites were discussed. Then committees visited the school and public libraries to list books of adventure for free reading. Travel, fiction, and biographies of adventurous people were included. The students were soon grouped according to their special interests for free reading. The music instructor presented a program depicting adventure found in music. A program on art adventures was contributed by the art department. Several periods each week were set aside for "adventure in creative work," or composition. Final outcome was a class book containing the achievements of the students.—JUANITA I. PIGGOTT in *Sierra Educational News*.

#### *Exhibits Enrich Chemistry*

We felt that the gap between the outside world and the chemistry laboratory of the High School of Science, New York City, should be bridged. But the class time limitations and the physical difficulties of a sufficient number of trips to industrial plants caused us to incorporate into the regular term plan, and introduce to the class as the particular subject was being discussed, commercial exhibits. Industrial sources of products, such as rubber, radio, incandescent lamp, etc., were approached and found eager to cooperate, and a large amount of materials was secured. These, when attractively mounted, brought some of the more important

factors of the industrial plant from the raw material stage through all steps in manufacturing right into the classroom. The exhibits, displayed in the main hall of the school, not only have tended to motivate and inspire the students to a greater appreciation of chemistry, and enrich the course, but in addition have interested many other students of our school. We are working now on an Exhibit Club to inspire students to obtain materials by their own efforts and carry through the mounting of the displays under the proper guidance.—EDWARD A. STORCH in *High Points* (Digested by Ada Lefkowitz).

#### *Rural School Publicity*

The rural schools of Wayne County, Neb., get thorough, valuable publicity every week in the three weekly newspapers of the county. All administrators and teachers cooperate in the publicity program, which is conducted actively by the county superintendent. News from all schools is sent to the superintendent. Reporters from each paper visit his office at least once a week. One of the papers prints a full eight-column page of school news in each issue, under a page-wide decorative heading. Parents like to see their children's names in print for having done good work, and many such items are given out. Teachers are encouraged to report on their projects, attendance records, hobbies, etc. School events that seem routine to teachers, they are assured, are news to patrons—and to teachers and pupils of other districts. (The surest way to get news is to have the teacher send it in each month with the monthly report.)—F. B. DECKER in *Nebraska Educational Journal*.

#### *"Who Is That Boy?"*

Principals of large high schools in California are turning to the use of small photos on permanent record cards of students as a help in tying up the name with the student whom they will know by sight. Deals are made with photographers for mass production at low cost of pictures that are adequate for the purpose.—*Sierra Educational News*.

#### *Exploratory Practical Arts*

A successful three-year exploratory program in general or practical arts is offered in the Athens,



Ohio, Junior High School. Previously, pupils had made unwise selections in this field; they often stuck to one subject for the whole six years; and boys couldn't study home economics, girls couldn't try an industrial arts course. The present program follows: Seventh grade: A one-year course in general arts is required. All boys and girls study art, home economics, vocal music, shopwork, and mechanical drawing. There are no failures, and pupils are given grades of satisfactory and unsatisfactory in each division. Eighth grade: Art, home economics, industrial arts, and vocal music are electives. Each pupil must select two subjects, study each one semester. This year and the next grades are given. Ninth grade: Students elect one subject for the entire year—art, general shop, home economics, or vocal music. The content of each subject offered in all three grades differs for girls and for boys.—SHERMAN E. GILMORE in *Ohio Schools*.

### Hot Dish Daily

A hot-lunch supplement to the cold lunches brought from home is offered to pupils by the Ortonville, Minn., High School. Menus worked out weekly in advance by the school nurse provide these pupils with one hot dish daily.—*Minnesota Journal of Education*.

### Cutting Commercial Failures

Failures in shorthand and bookkeeping courses have dropped at the Shaw High School, East Cleveland, Ohio, since the introduction of a one-semester exploratory business orientation course. This is required of all students entering the commercial courses, in their sophomore year. A six-week try-out period is devoted to each of three subjects—retail trade practice, bookkeeping, and shorthand. Prognostic and aptitude tests are given for each field. Cases are few in which an avenue of interest cannot be found suited to the ability of the student.—ROBERT P. LOUIS in *Journal of Business Education*.

### Diet Drive Succeeds

A sealed questionnaire survey revealed that children of the Fair Lawn, New Jersey, schools ate the wrong food for breakfast, or too little food, to supply the necessary energy for their school work. In all probability this was responsible for lowered resistance, inattention, malnutrition and other serious maladjustments, so we decided to dramatize the importance of food. Since albino rats react to deficiencies much as humans do, two pairs, *Mr. and Mrs. Will Try* and *Mr. and Mrs. Will Not Try*, were selected to show the effect of a diet of corn meal

and sugar against a balanced diet of whole wheat kernels, evaporated milk, carrots, green vegetables, and a pinch of salt. After weighing each pair weekly, the results were charted by a broken line graph. This showed that *Mr. and Mrs. Will Not Try*, who had been given the former diet, changed from plump, glossy-furred, healthy rats to unkept, thin, sickly creatures. But the pair on the balanced diet improved in health, proving to the children that food does make a difference. Interwoven with this work on nutrition was a unit in domestic science in which students planned and prepared correct meals and served them, according to proper social standards, to parents and administrators. Our objective, to show the students the importance of the proper food and how and what to prepare and the proper manner of serving it, we feel, enlisted the interest of parents and accomplished much for the welfare of our student body.—RONALD D. GLASS in *New Jersey Educational Review* (Digested by Ada Lefkowitz).

### New-Type Debating

Non-decision debating and the cross-question method of debating are a part of the program of North Central Washington high schools, designed to overcome criticism by progressive educators of traditional debating. During the school year debates between teams of the various schools are held, but no decisions are given. This avoids discouragement or overconfidence on the part of losing or winning teams, and is claimed to result in a higher quality of performance during the schools' two-day tournament toward the close of the school year, when decisions are given. The cross-question method of debating was used exclusively during the tournament. Schools that have been induced to try that method are reported to favor it unreservedly.—Lester Lyle McCrery in *Washington Education Journal*.

### Guild Promotes Library

The Library Guild of the Berea, Ohio, High School is composed of students with a good reading background and an interest in books. Under the sponsorship of the school librarian they conduct bi-weekly programs of activities to stimulate reading interests for themselves and for all other students. Guild members conduct a book column in the school paper. Each month they visit the English classes as guest speakers, to discuss new books received in the library. Last year they conducted a forum on the best books of the year for high-school students. The Guild delights the school librarian!—ANNE W. WEIDMANN in *Ohio Schools*.

# The Eighth Grade Plans a MODEL COMMUNITY

By  
MERRILL E. BUSH

IF YOU could live anywhere in the world, where would you like to live?"

"Africal!"

"New York!"

"Chinal!"

"Aw, no. I'd rather live in Alaska!"

"But in Africa you could . . ."

The question was asked by the teacher of physical education. The excited answers came from members of the eighth grade.

"Why would you rather live in Africa, Johnny?"

"Because they have lions, 'n tigers, 'n savages—you can hunt big game and travel through jungles . . ."

"In New York you can go to all the new movies and see all kinds of people . . ."

"So can you in Philadelphial!"

"Sure, but in Philadelphia . . ."

Again the teacher interposed a question, "All right, how would it be if we organized some committees to find out which of these places would be the best in which to live? How would you like to plan a community

which would be the *best possible* place in which to live? Even better than Philadelphial!"

With the enthusiastic assent of the pupils, the eighth grade was off on a project which might last a whole semester or even a year. They soon discovered that many factors must be taken into account in planning a model community. A healthful climate, a plentiful supply of pure water, adequate transportation facilities, a suitable means of livelihood (whether it is to be primarily an agricultural or an industrial community), and many other considerations—all these were pointed out by the various committees. At this beginning stage, the problems were principally those to be found in the study of human geography, but the teacher didn't call it that. Instead, the pupils were working their way through a problem which became increasingly real and vital to them.

Gradually, under the physical-education teacher's guidance, the stage was set for the contributions of other subject-matter specialists. Soon the pupils found themselves in the social-studies room.

One day the social-studies teacher started them off by asking belligerently, "Where does a policeman get the right to tell you what to do?" Several answers to that, and then "How come a fireman can tell you to clean out your cellar or to tidy up your back porch?" Other answers and more questions of a similar sort, accompanied by increasing curiosity as to what Teacher is driving at. Finally:

"All right, you've decided to plan a model community. Are you going to have these things in your community? What sort of government are you planning to have?"

—\*—  
EDITOR'S NOTE: *The scene is the Oak Lane Country Day School of Temple University, Philadelphia. To Clifton L. Rubincam, physical-education teacher, is credited the origin of this model-community unit. Other teachers whose enthusiasm and co-operation made the work possible are: Boyd Wolff, social studies; P. M. Fogg, mathematics; Mrs. Katherine H. Spessard, English; and Asa C. Tenney, science. Other teachers also made valuable contributions. The author is instructor in education at Temple, and adviser on curriculum of the secondary division of the day school.*

A mayor and a council? A city manager? How will you decide?"

At this point the teacher withdrew to one side of the room and everyone began talking at once. He didn't interrupt to point out "Now, dear children, this is 'anarchy'", but when they came to the study of the various forms of government, many months later, he reminded them that they knew something of anarchy from first-hand experience.

It's not much fun talking (or shouting) if everyone else is talking too, and you have no audience. Soon some of the pupils began to realize that "we're not getting anywhere." One of the more resourceful boys organized a putsch and set himself up as chairman. Once having gained the upper hand, he soon became mayor and selected his council. But soon after that someone wished to build a factory in a particular part of the town, which by now existed in the form of a carefully drawn map with a very definite location in a well defined part of the United States.

"You can't build a factory there!" the Mayor informed him.

"Why not?"

"Well, we've decided that there'll be no factories in the residential section."

"Who decided?"

"The Council and I."

The prospective factory builder turned to the teacher for help. "How does he get that way? He can't do that, can he? What can you *do* with a mayor you don't like?"

"Does this community have a charter?" the teacher asked. "How were the mayor and the council elected? What are their rights? Have you provided for impeachment?"

This opened up a whole host of new problems which had to be attended to right away. There was a rush for textbooks and a frantic search for precedents. The secretary of the meeting recorded that a reorganization would be necessary.

A little later the directress of the model

hospital's nursing school asked the local garment manufacturer for a bid on uniforms for the nurses. "How much will they cost?" she demanded.

"Oh, a couple of doll— Wait a minute! Mr. W——, how much should I charge for nurses' uniforms?"

The teacher was very serious. "What are you paying for raw materials? What are your labor costs? How much do you figure for overhead? What is your margin of profit?"

The manufacturer was somewhat crestfallen. "Gee, I don't know . . ."

"Well, you'd better find out."

Immediately there was work for the mathematics and science teachers. Books had to be consulted. A trip to a garment factory and one to a wholesale supply house were in order.

Some time earlier the social-studies teacher had exploded another bombshell. "What are you doing to justify your existence in this community?" he wanted to know. "What is your occupation? Are you married? How many children do you have? How much is it costing you to live? Is your business making money, or losing it? How do you know?"

There followed a scramble to answer these questions. The mathematics teacher was drafted to help solve the problems of family budgeting and of bookkeeping in the various businesses. The science teacher had to help answer questions about costs of materials. Stores and business catalogs had to be consulted. Two theatre managers, the superintendent of the hospital, the superintendent of schools, the dancing teacher, and many others had to visit corresponding places in their own real-life community for first-hand statistics.

Two of the boys were submitting competitive bids for the city's water supply. One of them asked me, "Mr. Bush, how wide is a narrow canyon?"

"Well, Cyrus, how long is a piece of string?"

But he was in no mood for joshing. "No, seriously, I really want to know." It developed that he had discovered a stream near the community, by research in geographies and atlases. The stream flowed through a mountainous region. If he knew how wide a certain canyon really is, and what his labor and materials would cost for a dam across that canyon, he could submit a much more accurate bid. He was told to write to the Chamber of Commerce of a real community situated near the hypothetical location of the model community.

No community is ideal which has neither library nor newspaper. Who could better assist in these activities than the English teacher? As soon as the pupils had decided to plan an ideal community she held staff meetings of the editorial board (composed of the entire class), organized meetings to plan the library, sponsored visits to local newspapers and libraries for first-hand information and inspiration.

It was agreed that no book should be purchased for the library until it had been read and recommended by a member of the committee on literature and "sold", by him or her, to the entire committee in joint meeting. Sometimes it was necessary for several members to read a particular book before a decision could be reached. On the walls of the English room you could find facsimiles of the backs of books selected, arranged on two-dimensional shelves according to the Library of Congress system of classification.

The community newspaper served not only as a record of Council meetings and community events but also as a medium for budding literary talent and a symposium for the debate of controversial matters affecting the community at large. It required an editorial staff, typists, mimeographers and distributors.

At least once a week a mass meeting of all citizens was held in the English room to discuss matters of policy and, incidentally,

to serve as a correlating agency for the teachers involved in the project.\*

To insure an abundant supply of pure water and to provide for satisfactory disposal of garbage and waste, a group of citizens (comprising the entire eighth grade) made a study of water purification and garbage disposal with the science teacher. The pupils responsible for the water supply made a working model of a filtration plant and exhibits showing various other methods of purification. The pupil who contracted to take care of the garbage made a detailed study of garbage reduction plants and a citizens' committee took a trip to ascertain how Philadelphia handles the problem.

In deciding upon suitable materials for the buildings in the community, the mathematics and science teachers collaborated in helping the pupils devise their own tests of building materials, which were carried out in the science laboratory. The teachers' approach was typified by questions such as "Just what is it you wish to find out about this material? How could you test it to see whether it will or will not suit your purpose? What apparatus will you need? How would you arrange or construct such apparatus? What precautions will be necessary? Have you clearly in mind what you intend to do? All right, do it!"

This project was the outgrowth of a six weeks' unit on community hygiene, planned and presented to the junior-high-school faculty by the physical-training teacher. At that time each teacher prepared a six weeks' unit, usually centered in his or her own subject-matter field, and suggested possible contributions from other subject-matter specialists.

Each unit was presented to the other seventh- and eighth-grade teachers for revision and approval. Each teacher endeavored to make as functional a contribution as

\* It is one of these meetings which is described in Sylvia Glasner's article "Citizens of Westcove", which appeared in *THE CLEARING HOUSE* for October 1937.



possible to each unit. The teacher who planned a particular unit became the sponsor in charge of that part of the curriculum and acted as integrator as well as initiator.

As we moved gradually from the more obviously subject-matter-centered units to the life-activity-type unit, such as the model community, the units increased in length and the teachers' respective contributions became, of necessity, more and more a joint enterprise held together by frequent faculty meetings, both those held after school hours and those held in school periods with the students, such as the mass meetings in the English room which have been mentioned.

Probably none of us would wish to see the planning of a model community become the annual offering in any one grade. It does seem particularly well suited to the eighth- or ninth-grade level, in which the pupils are usually first becoming interested, on the one hand, in that larger environment designated as a "community", and, on the other, in thinking out what would be "best" or "ideal". Certainly the teachers found both challenge and stimulation in this attempt to apply the concept of unit organization and the philosophy of the activity program to the junior-high-school curriculum.



## Recently They Said:

### *Shrouded in Exegeses*

The long-established custom of submitting high-school textual material to college professors for introductory, biographical and glossary addenda has been overdone. . . . Most classics as media for classroom discussion are gently stifled between dull, scholarly biographies and hopelessly unsuited questions and glossaries. . . . The classic arrives shrouded in exegeses which proclaim the editor's professorial status while student and teacher must seek elsewhere for revitalizing stimulants.—CHARLES E. SLATKIN in *High Points*.

### *Dumping Ground?*

In 1937 in New York State there were enrolled for one or more commercial subjects 549,325 students. For trade and industry all-day school courses 56,661 people were enrolled. About 31,660 pupils are taking comparable homemaking courses. No other department of the high school, except English, enrolls as many students as does the commercial department—suggesting that this may be a "dumping ground" after all, especially since many principals admit that not more than sixty per cent of their commercial pupils are "employable at the going rate for beginners". No evidence of any "admission policy" was found for this field—any eighth-grade graduate seems to be eligible. Seventy-five per cent of the schools "stated that recently it has been necessary to enrol in business courses pupils who are not suitably qualified for such training." One of the reasons given was that "pupils

of low intelligence elect business" courses. What a reason! Are school administrators helpless to prevent such enrolments? Or are they content to avoid trouble by consenting to such elections?—FREDERICK G. NICHOLS, discussing *Education for Work*, a report of the Regents' Inquiry into the Character and Cost of Public Education (in New York State), in *Journal of Business Education*.

### *Business Suggests . . .*

Business looks to the schools to train our consumers. . . . Here is a job for the general administrator in the school to lift the essentials out of Home Economics, Industrial Arts, and Business Education, to revamp the content, and teach it to all as Consumer Education.—PAUL A. MERTZ, of Sears, Roebuck and Company, reported in *Business Education Digest*.

### *Salary Raiser*

If the superintendent is largely the financial manager of the school system (as he should be), then the high or low salaries of his teachers will depend upon his success or failure in this field. A good superintendent is the key man between his teachers and the community on all problems concerning the school, and should also assume that position on a matter of salary raising. The superintendent not only should initiate the work of raising salaries, but should continue to take the lead in the various stages of the procedure.—FLOYD W. PARSONS in *The Texas Outlook*.

# *Detroit's 12-year Widening-Area plan* for SOCIAL STUDIES

By  
C. C. BARNES

A REVIEW of the literature in the field of social studies in the schools during recent years reveals the following rather distinct trends:

1. *A clearer recognition of the basic objectives of social-studies instruction.* It is a far cry from the courses of study with no stated objectives of a few years ago to the elaborate statements of objectives in many of the courses of today. Objectives are the goals or ideals toward which the teacher and pupils strive. Objectives may be likened to an architect's dream, whereas the course of study is the blueprint or working plan by which the builder—the teacher—tries to make the dream come true.

2. *More widespread pupil activity and participation.* The present activity movement in the schools is nothing more than the fruition of the idea, long held by many good teachers, that children do not all learn the same way and that they should be permitted to learn in the ways best suited to them. It is based on the fact that learning is an active process rather than a passive one.

3. *More study of the social life of today.*



EDITOR'S NOTE: *For the past three years the department of social studies of the Detroit Public Schools, of which the author is director, has been working on the widening-area social-studies curriculum for grades 1 to 12 which is discussed here. This curriculum is now being introduced into the Detroit school system. (The term "widening-area plan" is a descriptive phrase used by the editor who wrote the headline for this article, and is not the official name of the program.)*

The bulk of the time given to the social studies in the past was devoted to a study of history and geography. History as a study of the past was not likely to undergo much change. Geography as a study of the earth changed very slowly. Civics, when taught, was an analysis of the Constitution. Economics was largely a study of the theories of Ricardo, Thomas Mun, and John Stuart Mill. Much of this has changed. The trend today is toward an ever increasing study of practical, present-day civic, social, and economic life.

4. *A more natural correlation of subject matter.* The various social subjects were introduced into the schools one at a time and as separate subjects. For a long time they were kept separate and were taught as such. When the historian used geography to explain his history, either he or the geographer thought he was getting outside his own field into someone else's realm. Now this has changed or at least is changing. The trend now is not so much to study the history or the geography or the politics or the economics of a topic like the Civil War, but rather to study the Civil War in all its phases. This type of study may be called correlation, integration, or fusion, according to the particular form which it takes.

5. *A greater degree of democracy in curriculum making.* We have long expressed belief in democracy as a way of life. In actual practice we have not always adhered to our theory. One of the things that is taking place today as never before, is that all persons in the community who are concerned with the school curriculum are enlisted in its construction. This includes educational experts, school administrators, teachers, lay members

of the community, parents, and pupils.

There are certain definite advantages in this type of curriculum construction. In the first place many persons are likely to contribute more ideas of value to work of this kind than any one person or a small group could possibly do. In the second place it is necessary for all teachers to participate in the making of a curriculum which they are expected to use. In the construction of a curriculum all divisions of the school system should be represented. Theory and practice should both be surveyed. Lay members of the community should be interviewed for their points of view on the education of their own children. Teachers should be kept informed and should be consulted at every stage of the work.

Objectives form the basis of curriculum construction. Objectives represent the goals that are to be achieved through the curriculum, and grow directly out of the educational philosophy of the school and the community.

The general objectives of the social studies may be stated in the words of Dr. L. C. Marshall, as follows, "Their essential task in our schools—attended by many worthy collateral purposes—is to aid youth to the fullest practicable understanding of our social order; to a meaningful realization of the ways in which the individual, both pupil and adult, may participate effectively in that order; and the motivation for effective participation."<sup>1</sup>

As contributory objectives to these general objectives we state the following:

1. To develop an understanding of existing institutions through a study of social relationships in the home, school, community, state, nation, and the world.
2. To develop the skills and the knowledge necessary for efficiency as a member of society.
3. To develop ability in reflective thinking for use in the solution of social problems.
4. To develop intellectual curiosity which

<sup>1</sup> *Curriculum Making in the Social Studies*, p. 2.

will extend beyond the period of formal education and enable the individual to continue growth and development as an adult.

5. To develop efficient citizenship by training children not only to understand society but to possess a sense of individual obligation to participate in its activities in order that society may be improved by their contribution.

6. To create an understanding of the interdependence of man and nations and because of this understanding to develop the broader social-mindedness essential to human progress.

7. To develop an acquaintanceship with persons, places, events, and ideas to which allusion is commonly made in literature, public addresses, and conversation.

8. To aid the individual in finding a satisfactory place for himself in his own group and in the community—socially, economically, politically, and culturally.

9. To develop in children such qualities of character as social consciousness, broad-mindedness, openmindedness, tolerance, initiative, adaptability, unselfishness, co-operation, respect for the rights of others, and loyalty to democratic principles.

10. To develop a love for reading and thinking in the field of the social studies which will assure an adult interest and efficiency in public affairs and hence keep the individual abreast of the times in a rapidly changing civilization.

The Detroit program of social-studies instruction is based on the assumption that each new group of experiences of the child should be based on those already learned, or that there is an essential sequence to the various parts of a twelve-year program. This program, stated in terms of centers of interest in the ever widening experience of the child, follows:

*Primary Grades.* The first cycle of the child's experience, extending from the home to the world as a whole, is as follows: In grade one he is helped to understand the meaning of the home, the family, and the

home community and his relation to them.

In grade two the child is introduced to the meaning of the school and its purpose, the larger community, and the various community servants.

In grade three the concepts of the larger groups of people and areas such as the city, state, country, and the world as a whole, are introduced. The fundamental needs of man—food, clothing, and shelter—in different parts of the world, are also studied in this grade.

We plan to include instruction in respect for other people's property, community safety and community pride, holidays and other special days, and famous persons, in all grades.

*Middle Grades.* The second cycle of the child's widening experience consists of study of the world today in grade four, the story of man in grade five, and of present-day social institutions as they have developed out of the past in grade six.

*Intermediate Grades.* The third three-year cycle of the child's experience consists of a study of how man lives in the world today in grade seven, the story of America in grade eight, and a course in social living in grade nine.

*High-School Grades.* The fourth three-year cycle consists of a greater variety of courses, some of which are elective. In grade ten the pupil may elect world history, world geography, or Modern European history. In grade eleven American history is required and English history is elective, each one-year courses. In grade twelve, one-semester courses in civics and economics or a full year's course in American Life and Problems is required, with single-semester courses in sociology and Latin American history elective.

Following are some general principles underlying the curriculum:

1. In the development of social concepts the curriculum should provide for a recurrence of these concepts often enough to fix them in the pupil's mind. Thus certain con-

cepts and ideas are repeated at various grade levels in the twelve-year period.

2. When a certain social concept is studied in a number of grades, each successive grade should present a wider, more complex phase of that concept than the one before. This is illustrated in our present curriculum by the types of study of present-day life outlined for grades one and two, four, six, seven, nine, ten, and twelve.

3. A social-studies curriculum should be organized and stated in terms of pupil needs and pupil growth rather than in terms of subject matter to be learned. This type of program is in keeping with modern philosophy of education and readily adapts itself to changing conditions.

4. A social-studies curriculum should adapt itself for use with pupils of differing abilities, interests, experiences, and opportunities. Our curriculum, stated as it is in terms of pupil needs and pupil development rather than in terms of subject matter to be learned, readily adapts itself to individual differences in pupils.

5. A social-studies curriculum should readily adapt itself to various teaching methods. No two teachers, even in the same school system, teach exactly alike, and in the extremes the methods used by teachers differ greatly. The curriculum should be such that teachers using widely differing methods would find the curriculum adapted to their needs.

6. A social-studies curriculum should provide for the study of definite areas of human life and experience rather than the study of any particular account of such phases of life and experience. In the Detroit program the work for the various grades is stated in terms of pupil needs. This permits the study of a topic rather than the study of a particular text.

7. A social-studies curriculum should provide for any and every type of activity that will facilitate pupil understanding and growth. Since our present program is based on pupil needs, any activity and experience



within the range of possibility can be used.

8. A social-studies curriculum should provide stimulus for pupil growth in all phases of social life. Social studies in the school should not be restricted to a study of geography, history, civics, economics, and sociology but should be expanded to include a study of vocations, current events, ethical conduct, approved social forms, home and family life, and other previously neglected areas of social living.

9. A social-studies curriculum should be related to and easily correlated with the other broad fields of the school program. The social studies are not and cannot be unrelated to the other phases of school life. A program based on child needs makes it possible to correlate the entire school program around these needs.

10. A social-studies curriculum should not only provide for the development of a well trained and efficient citizen in the broadest sense but it should also leave the pupil with

lifelong interests in human affairs both past and present. Our curriculum makes possible such development, and lasting interests. In developing this interest much depends on the teacher and the method used.

The content for each semester in the twelve grades is divided into large instructional units. Each unit covers, in general, a significant phase of human experience. At one time it may be a region of the earth as man's natural environment; at another time it may be a period or phase of history; while at still another time it may be an important phase of the social life of today. The unit or topic and its objectives serve as the basis for study. The materials for study consist of everything available that will add to the knowledge and the understanding of the pupil.

Certain parts of the program were introduced during the school year 1938-1939. It will require about two years more before the entire program is in operation.



## Recently They Said:

### *Drain on Poor Parents*

Is it possible that administrators and teachers, busy with the duties of the day, fail to recognize the complications that may arise when the students in their school are called on for money? The number of activities and functions requiring money have continually increased. The amount of money needed for any one of these activities or functions at any specific time is small but the total amount needed during the school year may create a sizeable burden for some. Shall we strive to plan our educational experiences so as to make a minimum demand on those people with low incomes?—Editorial in *School and Community*.

### *Conservation Question*

Why do we not teach conservation in our schools? Is the waste and pillage and threatened physical destruction of our country less important than the names of State capitals? Is the pollution of a river by sanitary sewage and industrial waste less impor-

tant than the location of that river on a map? Or is conservation so new a subject, so novel a thought, that we are incapable of expressing it in simple language, either for children or adults? Must knowledge be old, with long white whiskers, before it is knowledge fit to be acquired? Carry this problem into the schools, carry the reality of it into the schools, in living words and phrases, not as dry-bone generalities, and the problem would be solved within a generation.—HAROLD L. ICKES, Secretary of the Interior, at convention of American Association of School Administrators.

### *From Radio to Reading*

English teachers are often concerned over the question of radio versus reading, and are opposed to the radio on the ground that listening to radio programs reduces the reading of boys and girls. This is not necessarily so, as numerous teachers will testify; radio dramatizations and other literature programs may generate an interest in reading that teachers and classroom environments could never do.—SEERLEY REID in *Educational Method*.

# THE EDUCATIONAL WHIRL

*A department of satire and sharp comment*

*Contributors:* SAMUEL WALKER, C. W. ROBERTS, NAOMI JOHN WHITE, EFFA E. PRESTON, JOSEPH BURTON VASCHÉ, R. ELIZABETH REYNOLDS, HELEN HALTER, GRACE LAWRENCE, and W. S. MCCOLLEY.

I regretted that one cannot swear before ladies when the mathematics teacher ascribed the success of one of her favorite pupils as a personal shopper for a large department store to the fact that the "dear girl" majored brilliantly in mathematics.

S. W.

## Compensation

We've been reading up on the personal problems of the small-town teacher:

Never mind. Where they won't let you smoke, you can go to fires.

If you must dress so so, you can dress up and be in plays.

Where you must be careful whom you "go" with, you can visit pupils' homes. Some will have older brothers and sisters.

No night life! You can always stay up with sick friends, and maybe one or two will oblige with an old-fashioned wake.

C. W. R.

## Want to Be Disillusioned?

"I don't see why our salaries are so low," grumbles the language teacher, making a 3:45 dash for the door.

"What we need in this school is more democracy," says the math teacher, ducking his head in faculty meeting so he can avoid paying attention to the program.

"Not a new idea in a cartload," mutters the history teacher, skipping the teachers' meeting for the fifth time.

EDITOR'S NOTE: Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.

Like Mark Twain's wife, who attempted to cure him of swearing by repeating his profanities, these teachers know the words, but not the music. How can we know financial matters, have more democracy, gather new ideas, if we persist in avoiding responsibilities, in failing to attend meetings, in failing to read up-to-date books and magazines?

Who ever got anywhere in this world anyway by standing in the middle of a pasture and yelling to high heaven that he wasn't getting anywhere?

N. J. W.

The members of most teachers' associations are queer birds; they never let the right wing know what the left wing's doing.

E. E. P.

## Meet the Jitter H. S. Faculty

*Principal:* The fat-waxing, infinitive-splitting, roost-ruling conservative who occupies the taxpayers' big swivel chair by the year, dishing out orders, and in general having everybody but the board members and local politicians dancing to his music.

*Physical educator:* The hard-boiled mug who squanders taxpayers' hard-earned money making the boys run around all winter in their underclothes chasing a ball.

*Music teacher:* The lady ahtist—a sharp on a violin, but a flat in the classroom.

*English teacher:* The sour-faced old classicist whose outlook on life is dustier than the volumes she reads.

*Spanish teacher:* The board clerk's niece, a sweet young flippant thing, who is bluffing her way through three textbooks, and getting by in characteristic pig-latinish manner.

*Woodshop man:* The ex-carpenter who took to teaching after the war because he had to, and still hasn't been able to get out of it.

*Social-studies instructor:* The young whippersnapper who's going to lose his job if he isn't careful. He's filling the kids up on a lot of red ideas about running the American government, instead of teach-

ing them dates and facts and other important things history used to teach.

*Agriculture instructor:* The hayseed who after freezing to death on a farm took six months at the cow college and is now showing the boys "scientific agriculture".

*Science teacher:* The stooped, smelly, pimpled, bespectacled weasel who mopes around with a test-tube in his right hand and a guinea pig sticking out of his left pocket.

*Math prof:* The loose-jointed Ichabod who can xyz his way through anything except the skulls of the devils in his classes. J. B. V.

### Book Report

While English book reports have always produced unusual remarks, I am still pondering over a statement I found on a paper several days ago.

Concerning the heroine a student wrote, "Her father was a school teacher and from a wealthy family. Her mother was a little more practical."

R. E. R.

Funny how so many school systems adopt every new method advanced without waiting to see if it's worthwhile or not. Methods, like timber, should be seasoned before using.

E. E. P.

### Give Us a Chance!

The seventh-grade homeroom was discussing the necessity for having a seventh-grade council as well as a school council.

"Why do we need a seventh-grade council?" asked one member of the room. "Doesn't the school council handle all the school business?"

"Yes", replied the council representative, "but it's just like in our classes. After the teachers get through telling their ideas there isn't much chance for the pupils to tell theirs."

H. H.

### Free Advice to Teachers

1. Budget 20 per cent of your salary for community projects; they'll get it anyway.

2. Never argue with board members; they are always right.

3. Continually build up your own prestige; the interests of the pupils are incidental.

4. Agree with your principal anyhow; creative ability can't be frustrated.

5. Convince all parents their children may have latent high intelligence—the latest theory is, you know, there is no static I.Q.

6. Finally, cultivate the wives of board members on the salary committee.

G. L.

Some teachers, trying to prove they're progressive, have their rooms so cluttered up with exhibits and creative work that you need a Seeing Eye dog to cross the floor.

E. E. P.

### Jitterbugs in Education

For a couple of generations it has been agreed, tacitly, that "something ought to be done about public education."

Then along came progressivism shouting "Swing it!" and the lid was off. Some have clamored since for the lid to be put back on, but it seems they can't find the doggone thing.

W. S. McC.

### Practical People

The teachers in our school are holding up their heads with justifiable pride and looking with great anticipation to the future. One of the large force of politically-appointed janitors has just blossomed out with a new Packard. We expect almost any day to see the chief electrician (whose income exceeds those of most of the teachers) drop one of the electric light bulbs he busily installs hour after hour and rush forth to purchase a Rolls Royce.

S. W.

Recently we heard a superintendent say, "The superintendent can do without teachers, but teachers can't get along without a superintendent." Just another of those chaps who talk entirely by ear.

E. E. P.

### Biography of Any Teacher

The first five years we *scrimp* to pay back our college expenses. The next fifteen we live on a *shoestring* to pay for a house and furniture.

Age forty-five, we *cut down expenses* in the interest of a nest egg to educate Junior. Age fifty-five we welcome Junior back to the homestead—that is, *Junior and wife*.

Age sixty-five, we retire and live *economically* on our pension.

G. L.

# *Student Council Launches Noon-Hour* **RECREATION PLAN**

By KENNETH L. PEDERSON

**F**OR MANY YEARS it has been an accepted educational principle that whenever possible all pupils should be provided with worthy opportunities to participate in those things in which they have a reasonable chance to succeed. More recently, an increased emphasis has been placed upon the pupil self-directive process by encouraging pupils to create or discover both curricular and extracurricular opportunities for themselves instead of waiting to begin work with teacher and administration suggested and planned opportunities. This article deals with a noon-hour activity opportunity which was discovered and its possibilities planned and directed successfully to completion by the student council of the Hibbing, Minnesota, High School.

Independent School District No. 27, Hibbing, Minnesota, comprising slightly more than six townships with a total of 225 square miles, uses sixteen schools of which two are on the secondary level. The Lincoln School houses 700 pupils from grades 7 through 10 while the Hibbing High School houses 2,500 pupils from kindergarten through a junior college.



**EDITOR'S NOTE:** *The noon hour at Hibbing High School is now a lively period of organized social activities. There is something to appeal to each pupil in place of the aimless talking, walking, and corridor jamming that formerly characterized this time of day. All credit to the school's student council, which discovered the possibilities of this program, and planned and organized it! Mr. Pederson is vice-principal of the school.*

The Hibbing High School building is administered on a 6-6-2 plan, with a principal and an assistant in charge of the first twelve grades and a dean in charge of grades 13 and 14. Because of the distances traveled by the 2,200 students in grades 7 through 14 many of them eat their lunches in the school cafeteria and in the balcony of the boys' gymnasium. During the school year 1938-1939 an average of approximately 1,000 students ate daily in this building. Since all rooms except the cafeteria, the balcony to one gymnasium, one study hall and two libraries were closed during the noon hour, the students, after eating their lunches, stood around in the corridors talking or aimlessly walking about. The policy of the administration was negative in that it asked students to refrain from running, pushing, loud talking, and gathering in large groups in the corridors. During the long, severe, northern Minnesota winters it was impractical to ask students to go out after lunch. Teachers were on hall duty during the entire noon hour—from twelve until one o'clock.

Out of this situation arose and developed a noon-hour activity program. Certainly the need for a constructive and positive program existed. In time the students themselves, through their student council, started the movement for activities. At the suggestion of a group of students the student council discussed the advisability and possibility of a noon-hour activity program and appointed a committee to draft a questionnaire to be presented to the students to learn whether they wanted a constructive program and, if so, the type of activities they desired.

After studying the questionnaire results



the special noon-hour committee and the student council advisory committee, which consisted of one member from each homeroom class, presented tentative plans to each of the homerooms for discussion and a vote of approval or rejection. The plan approved, nearly unanimously, was as follows:

1. The student council should adopt a policy of gradual development, adding activities when those in action proved satisfactory and were progressing successfully.

2. The direct supervision of the activities in the various rooms should be in charge of student committees. Two faculty members, chosen by the student council, were to act as advisers for the entire program.

3. A self-supporting program was desired. There should be little or no financial expense to the school district.

4. Continuation of the activities should depend upon their need, success, and the interest of the students.

Even though there were a few skeptical faculty members who questioned the ability of the students to complete successfully the program as proposed, the administration gave their blessing to the plan.

Since dancing was suggested by more students than any other activity, it was provided for first by the student council. From 12:25 to 12:55 o'clock on Monday, Wednesday, and Friday of each week students from grades 7 through 14 gathered in the girls' gymnasium to dance. While 150 to 250 students danced an equal number were spectators.

When dancing was first offered music came from a piano played by a volunteer student or an NYA student. Occasionally a pep or a German band would play. A group of physics students took it upon themselves to provide variety in music by rebuilding an old amplifier set which was attached to a portable phonograph. An electrically driven turntable devised by two boys soon replaced the spring driven phonograph, which needed frequent winding. To pay for the parts needed in rebuilding the

amplifier, tickets were sold to dances for one week. The supply of records increased as more and more of the students brought records from home.

When the student council noon-hour committee learned that many students were spectators because they didn't know how to dance, a dancing class was organized with a member of the girls' physical education department as instructor. The first day fifty students registered for dancing lessons. Within one week after the first lesson was offered, 100 had registered to take three half-hour lessons each week. Hence it became necessary to move the class to the stage, which is 40 by 60 feet.

Since the requests for lessons were so numerous that they exceeded the capacity of the class a second class was organized. To prevent anyone from teasing the participants about their awkwardness, only those who were registered for lessons were permitted to enter the room. It was surprising to see how shy a few of the students, especially boys, were when it came time for them to pair up with the opposite sex.

A very good test of the students' sincere interest and willingness to cooperate in the noon-hour program presented itself when equipment was needed. Knowing that the student council treasury was like Mother Hubbard's cupboard, the students obtained materials and constructed their own equipment in the school shops after classes and on Saturdays.

The rebuilding of an amplifier by physics students was adventure number one. Ping-pong tables were constructed for one-third of catalog prices. Paddles used in playing darts and ping-pong were made out of veneer and soft wood; melle, Chinese, and regular checker boards, out of wall board; and a few checkers were turned out of dark and light colored woods. Pop bottle caps proved satisfactory as checkers for melle and regular boards, while the tops of golf tees and marbles brought from home were used for Chinese checkers. Appropriate cham-

pionship medals, a little smaller than a quarter of a dollar, were made out of copper by a few members of an Art Metals class. All equipment was kept in excellent working condition by a student repair crew.

Both boys and girls organized twelve volley ball teams of eight members each, selected catchy names, and played in the boys' large gymnasium according to a regular schedule. Games were played daily, each team playing three times a week. Even though special effort was not made by the committee to regulate the strength of the teams, they were matched rather evenly. All games were witnessed by students, but naturally it remained for the championship play-offs to attract larger crowds, who saw the Spinochovians defeat the Invincible Pollocks. The drawing up of schedules, the recording of scores, and the officiating was done by the students in charge.

During the two days, Tuesday and Thursday, that the girls' gymnasium was not used for dancing, nets were put up for darts, loop tennis, and badminton.

Ping-pong and shuffle board were played daily in the wide corridors leading to the two gymnasiums. To obtain money to purchase balls the students paid five cents each in semester membership dues to belong to the Ping-Pong Club, which was an outgrowth of the noon-hour program. The champion of the school club entered the State meet at Minneapolis and progressed to within a short distance of the State championship.

To satisfy the interest of pupils who wanted quiet games, one room for melle, checkers, cards, etc. was equipped with folding tables and chairs. The overcrowding of this room necessitated arranging for a second one on the third floor. Playing equipment was checked out and in by persons using it. The quiet game rooms were opened at 12:15 as compared with 12:25 for all other activities.

By mid-winter a group wished to use a room for singing. Soon from forty to eighty

students were bringing music from home, getting songs mimeographed, and "Singing for Fun", as they publicized themselves as doing. Usually there were twice as many girls as boys in this room.

When spring weather permitted it, volley ball, kitten ball, and hand ball were played outside.

During the latter part of the month of May the student council sponsored its last assembly of the year. In addition to a short period of entertainment, the program consisted of introducing the newly elected president and the vice-president of the student council for the 1939-1940 school year, presenting student-made medals to the champions of the noon-hour volley ball and ping-pong events, and summarizing, by the various committee chairmen, the achievements of the student council. The chairman of the noon-hour activity committee reported that from 700 to 1,000 students participated daily in the twenty different activities provided during the year.

A careful study of the program seems to justify the following conclusions:

The program grew out of the life of the school. It was the result of a need and of student request. It substituted positive, purposeful, and worthy activities for a negative and somewhat laissez faire policy, and provided favorable opportunities for practical experiences in a cooperative and constructive program administered in a democratic manner. Students suggested the ideas, prepared the plans, and directed them successfully to completion with the assistance of a faculty member and the writer.

The plan increased student morale. Students obtained satisfaction from knowing that they were becoming more self-directive and that their *own* program worked successfully. On the other hand, it raised the public opinion of the school. And the teachers, even the doubtful group, were much impressed by the fact that the students themselves had contributed to the educative process.

# THE NEWSPAPER

By  
LOIS McMULLAN

## Goes to School

**R**EAD YOUR daily newspaper, but read it intelligently" was the slogan of the eighth-grade English class at Peabody Demonstration School. This slogan, adopted at the first of the school year, was the guiding factor in the development of forum discussions on the daily news.

The classroom was turned into a laboratory for the writing of original news stories, editorials, and feature articles. And such agencies as the school's recording machine, microphone, dictaphone, and radio were introduced to aid the students in their interviewing and in broadcasting and recording their own news scripts and editorials.

The newspaper project began simply enough when the results of a questionnaire showed that the class as a whole read only the headlines and the comic strips. First the pupils studied how the news was gathered, edited, printed, and distributed, but as the project progressed, they plunged deeper into the study of journalism and found themselves concerned with history, civics, economics, public speaking, and art as well as

English. They became journalists—interviewing men who could tell them what they wanted to know, clipping news articles for future reference, writing editorials and features, and drawing their own cartoons.

They even became stockholders. Unable to read and understand the stock market reports, they took the newspaper to the mathematics class with them, learned the terms used and the principles involved, and became so interested that they decided to invest in some form of stocks.

The class temporarily went into the candy business, retiring only after accumulating an eleven dollar profit. Half of this was deposited in their own bank and the other half invested in Dividend Shares. Daily they watched their fortunes rise and fall with the pulse of the Stock Exchange, and although the business men of the class admitted that Dividend Shares were gradually sinking, they added philosophically that "times aren't so good right now."

No part of the newspaper—from the largest headline to the smallest filler—escaped their attention. Small articles often gave them leads that developed into other projects. For a month the daily weather forecasts were checked with the predictions of the local weather bureau and of eleven almanacs, one a Tennessee publication. In compiling the number of correct predictions the class found that in this instance the law of averages, which, supposedly, was the basis used by the almanacs, had failed to operate.

In December a notice stated that the tobacco market would soon open, and the class, anxious to attend an auction, learned how tobacco is grown and cured and what types are planted in Tennessee. Armed with a dictaphone, pencils, and their newly-ac-

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EDITOR'S NOTE: *The eighth-grade English class of the Demonstration School, Peabody College for Teachers, Nashville, Tennessee, not only learned how to read a newspaper but also engaged in a variety of news-writing activities. But their study of the newspaper also drew them into a study of such fields as weather forecasting, the stock market and the (Tennessee) tobacco market. This article is actually a product of the collaboration of the pupils. Miss McMullan, who teaches English in the Demonstration School, assisted by Miss Joan Bliss, a student teacher, edited the pupils' work.*



quired knowledge, they set out for Franklin to interview Auctioneer Otis Rucker and County Agent Cleland. Working in groups, they climaxed their agricultural adventure by collecting an exhibit of tobacco products and by painting a full-color mural illustrating the historical development of tobacco in Tennessee.

But they have become citizens as well as journalists, stockholders, and agriculturists. The paper's campaigns for various civic improvements were closely followed and discussed and the results evaluated.

In summarizing the success of the campaigns the class concluded that "the paper has helped by its editorials, articles, cartoons, and photographs to bring about such advantages to Nashville as T.V.A., the joint library, and enforced traffic regulations. But Nashville lost out on the Housing Appropriations, and little or nothing has been done about the municipal auditorium, the riverside plaza, smoke abatement, and sewage disposal."

Public opinion, the illusive ghost that has daunted many a politician and defeated many a civic improvement measure by its "here today, gone tomorrow" tactics, was analyzed by the class. They concluded that the newspaper is partially responsible for the ghost's behavior inasmuch as it can, through its editorial policies, influence the minds of its readers. Straw votes indicated how frequently the students' own opinions were influenced by the newspaper.

The human desire for news is not new. The class followed the story of news gathering from the sound of throbbing drums in Africa to the modern teletype machine relaying messages throughout the world.

This group of future-minded boys and girls have studied and written news broadcasts and have heard their own voices as others hear them. Speaking through a microphone attached to a recording machine, each student read several editorials on problems of interest to him in his school and

community. These records, played from time to time, enabled the students to hear their own speech defects and to trace their improvement in composition and the changes in their viewpoints on current issues.

School has been an adventure to these eighth graders, an adventure they will not forget. They learned English—spelling, grammar, and composition—because they found that it was useful to them. But more than that they learned about the world outside the classroom and they learned to depend upon their own initiative and resourcefulness.

In such a project the teacher need not worry about lack of subject matter, and Nashville need not worry about its future citizens.

#### MATERIALS USED

*The Nashville Tennessean*—Morning and Sunday editions. Three class subscriptions.

*News in the Air*, G. R. Taylor and Company, Inc., 1000 Springfield Avenue, Irvington, N.J. (An excellent picture depicting the history of news gathering.)

Zenith radio.

*Day by Day*, National Broadcasting Company, Radio City, New York.

Presto Recording Machine, Presto Company.

Dictaphone.

Monthly Editions of the Proceedings of the Federal Trade Commission, Washington, D.C.

Books on history of the newspaper and on journalism:

1. Allsopp, Fred W., *Little Adventures in Newspaperdom*, Arkansas Writer Publishing Co., 1922.

2. Borah, Leo A., *News Writing for High Schools*, Allyn and Bacon, 1925.

3. Bugbee, E., *Peggy Covers the News*, Dodd, 1936.

4. Dean, G. M., *Bob Gordon, Cub Reporter*, Doubleday, 1935.

5. Heyliger, W., *Ritchie of the News*, Appleton-Century, 1933.

6. Hyde, Grant M., *Journalistic Writing: For Classes and for Staffs of Student Newspapers and Magazines*. D. Appleton and Company, 1929.

7. Lee, James Melvin, *History of American Journalism*. D. Appleton and Company, 1929.

8. Mallette, G. E., *Private Props*, Doubleday, 1937.

9. Radder, Norman J., *Newspapers in Community Service*, McGraw-Hill Book Company, 1926.



# The SUPERINTENDENT

## Report on my 17 years as applicant for jobs in His LAIR

By NORA COLLINS

**H**E HAD shoulders like a truck driver and the general appearance of a farmhand dressed for the Saturday night dance. He sat hunched over a desk fingering a sheaf of papers, while I stood waiting nervously after being ushered into his presence. Following a seemingly interminable period, while he found the paper he sought and studied it scowlingly, he looked up, and from beneath beetling brows subjected me to the most insolent stare I have ever experienced. Always since, I have sympathized with animals enduring the scrutiny of judges. In this case I was not, evidently, in the blue ribbon class.

"Too young!" he growled. "Take her away. She'd be having affairs with the high-school boys. Next applicant!"

That was nearly seventeen years ago, and I was making my first application for a teaching position. Throughout my experiences collecting specimens of the superintendent species during the years since then, I have never, thank Heaven, met another one like him!

It was not long until I secured that coveted first job, either. And despite my youth I did make good, under a kindly superintendent who knew how to meet,

tactfully, that very problem of young teachers and high-school boys.

My first interview with him is one of the most pleasant memories of my adult years. I had been ushered into an outer office, where a very large and very handsome blonde youth, apparently about my own age, was hammering noisily at a set of book shelves. Despite dirty coveralls, begrimed face, and tousled hair, he looked so attractive that I used my very best smile when I asked if I might see Mr. T. The youth stepped into the inner office with my request, and an office girl came to me in a few minutes with word that Mr. T. would see me at once.

Awaiting me, behind the superintendent's desk, I found my handsome blonde giant, minus the grime and the coveralls, sedately coated, and neatly combed and brushed. He looked at least ten years older and very professional. I was so embarrassed that I was speechless. But his disarming smile and cordial greeting put me at my ease at once. It was not only the beginning of an interview, but of a friendship which continued through our entire association together as educators, and through all the succeeding years.

During the past ten years it has been my privilege to interview, in both professional and journalistic capacities, a great many superintendents of schools. It has been interesting to study them as a distinct professional class, quite apart from the public-school teacher or the college professor. I have been so rash as to attempt to classify some of my impressions of them.

The youngest superintendent I ever in-

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EDITOR'S NOTE: *In this article administrators can see themselves through the eyes of one who has faced many of them from across their desks. In seventeen years Miss Collins has applied to numerous superintendents for jobs. The author teaches journalism in the Montebello, California, High School.*

terviewed was only twenty-four; the oldest, nearly seventy. Only two of the entire number were women, and contrary to a popular idea, they were just as pleasing to deal with as the masculine members of the profession. The majority of the male superintendents have tended decidedly toward baldness. Most of them have been persons of neatness and good grooming. Those who were untidy were extremely and disagreeably so. Kindliness I have found to be the rule rather than the exception, although I can recall with distinctness those few who have been curt or inconsiderate. Only one have I ever met—the genial, energetic little gentleman under whom it is my good fortune to work at the present time—who has the peculiar faculty of putting a visitor at ease by making him feel that his call is considered a compliment rather than a nuisance.

The most surprising thing I have encountered among school administrators is their faulty speech. Incorrect pronunciation, poor sentence structure, faulty enunciation seem to be very common among a group of whom one might reasonably expect something near perfection. One very distinguished educator, at present in one of the largest school organizations in the United States, invariably says "goin'" "comin'" "seein'" etc. The same successful leader uses incorrect verb forms, adjectives where adverbs are needed, and the most flagrant mispronunciations.

Most unpleasant of all superintendents is the typical "fresh guy". Yes, that creature does exist even among superintendents of schools. He is easily recognized by his habit of affectionately patting on the arm or shoulder all youthful feminine visitors. His favorite mode of address for such visitors is "girlie".

Then there is the superintendent who becomes actually insulting in his manner of conducting the necessary questioning of applicants concerning their personal affairs. I shall never forget the disagreeable person who insisted that I explain to him why I, though several years married, had no children of my own.

Before the next avalanche of applicants for teaching positions arrives, would it not be well for school superintendents to take stock of that side of their personalities which they turn toward these young people? Particularly at the present time new members of our profession or those desirous of entering it, as well as jobless older teachers, deserve courtesy and consideration. Surely, too, educators owe it to themselves to invest both teaching and educational administration with proper dignity and worthiness. Mr. B. might clean the soup spots off his tie, Mr. A. might cultivate a smile, Mr. G. might be less apologetic in manner, Mr. W. might make his voice less gruff and his speech less curt, Mr. R. might try to act a little more like a gentleman.



### *Hygiene Teaching—All Wet*

Some of the things about health may possibly be taught if an individual can be maneuvered into a "teachable moment" situation. There are some facts about health which can be learned, but we must make certain that they are of major, not minor, importance. They must not be myths, carried over from the middle ages, or phrases put parrot-like into our mouths by food and drug advertisers. . . . Listen to the professional hygiene teachers with their phonographic methods: "Bathe more than once a week," "brush your teeth," "wash your neck and ears," "don't eat between meals," and "drink no cof-

fee or tea." We even hear teachers urging children, for the sake of health, to "hang up their clothes," "wait in line," "obey, and be cheerful."

In the field of health, more than in any other, we make a fetish of petty things. . . . Expose the children to school conditions where fundamental health principles are carried on. But I challenge you: *Find any of these schools.* Most schools proceed upon the proposition, "Violate the fundamental health rules in the administration of the school; offset this by teaching children what to do." But this does not work.—JAY B. NASH in *Kansas Teacher*.

# Let's Investigate Our RURAL SCHOOLS

By  
MARJORIE HOLMES MIGHELL

THEY STRAGGLE past my cabin every day—ten of the thirteen children enrolled in the school at the top of the hill. They often stop to chat with me, admire the baby or romp with the dog, and they all declare, from the beginners on up, that they hate school. "Why," I have prattled inanely, "school is fun!"

I shall prattle no more. For today, at their invitation, I have been to visit school. I sat at a filthy, antiquated desk, slapping off the flies and dodging the wasps that come in through the unscreened windows and the open door. There are thirty-five of these hard, long-ago-varnished, perhaps once-upon-a-time scrubbed seats, in which the thirteen children are scattered like little lost sheep. Short legs dangle toward a seldom swept floor.

A round stove, of adequate proportions, heats the single room. Its coal bucket serves as waste basket. Siftings of ashes, coal and kindling litter the area. The walls and ceiling are already sooty—or perhaps that black film is a remnant of last year. Regardless of its age, it is depressing.



EDITOR'S NOTE: *This is the author's account of her all-day visit in a thirteen-pupil rural school. The pupils hated their school—and after reading this vivid report you won't blame them. There are more than 100,000 one-room schools still in operation—and presumably many thousands of them are no better than the one described here. Many readers will consider this a strong argument for consolidation and for the Federal Aid to Education bill. Mrs. Mighell lives in Texarkana, Texas.*

There are two pictures on the walls. One a faded, unframed print of George Washington; the other a small ten-cent-store painting of a girl watching a bird. This is hung crookedly, high in a corner where small necks must crane to find it and eyes strain to penetrate the dust which veils it.

There are no pumpkins or cat faces on the windows, though Halloween is approaching. No posters or colored chains. The only evidence of embryonic art is the restless and unguided crayon scribbles of the first graders, who must keep occupied in some fashion during the long day. (These tots trudge a mile or more to school with the older pupils, and are dismissed with them at four in the afternoon after a six-hour day which includes no rest period except the noon lunch hour and two recesses.)

A small steel supply cabinet and the teacher's desk are the only modern pieces of equipment my curious eyes could locate. There is an upright piano, old and out of tune, but that doesn't matter because the teacher can't play it. There is a pencil sharpener. There is a warped, chipped and peeling, slant-topped table with two drawers (empty—I peeked). There is a combination shelf-and-coat-rack. These items constitute the entire accoutrement with which thirteen youngsters are endowed in the name of education.

At noon I washed my hands at a grimy sink and dried them on the single cambric towel which dangled from a nail. I had a drink from the stone jar of water. A communal cup is provided for those who forget their own. Private cups and glasses stand inverted and unwashed on the desks.

Boxes, sacks and pails came down from

the shelf and we ran outside to have lunch picnic fashion. Eighth-grade sophisticates sat on the grassy hillside. The little ones have a "secret" place through brambles and woods to a bright chill creek. There they squat on stones and munch their cold sandwiches, pickles, hard boiled eggs and cookies. When finished they rush for the lone piece of playground equipment, a rope swing, or play games until the bell calls them back to the ugliness within.

The classes are of five minutes' duration, characterized by an utter lack of spontaneity or imagination. The teacher listens with one eye cocked at the rest of the room. I am told that when there are no visitors knuckles are often rapped sharply with rulers, ears boxed with hands or a rolled paper, heads thumped with books, and that there are occasional old-fashioned whippings. This I can well believe after observing the teacher.

I have saved my description of the teacher until last because he is, negatively speaking, the "best". That a school master of this age and type still exists was a definite shock, despite the reports of my little friends. He is a husky man of perhaps fifty-five years. Red faced, cold eyed. He does not smile, play with or talk to the children. He is there to see that they learn readin', ritin', and 'rithmetic. This they manage to accomplish by the ancient process of memorizing their texts.

The punishment meted out is occasionally more original than heretofore mentioned. Bobby, my seven-year-old neighbor, who is inclined to get wiggly before his long school day is through, has been successfully subdued by the severe pinching of a jaw already sore and swollen from toothache. His brother Eddy, ten, masters the multipli-

cation tables more readily—in the instructor's opinion—after having his head knocked against the sink. These barbarisms are not, I am convinced, figments of childish fancy, for I have seen the bandaged head and the purple cheek, have heard the account from several youngsters.

Now this school (prison), this teacher (sadist would be more accurate) is not located in an isolated mountain region where conditions generally are sub-standard. It functions within easy driving distance of several of the most progressive eastern cities, one of them a state capital. How has it been overlooked? Are there no boards of investigation? No sanitation authorities that penetrate this easily accessible area? No societies for the prevention of cruelty to children—rural as well as urban?

I don't pretend to know, for I am not a reformer, a social-service worker, or even an educator. I am merely an interested American citizen and parent who has long cherished the delusion that rural areas are ideal for growing children.

But today I have visited a country school. A school which year after year blithely goes on maltreating the minds and bodies of the youngsters of the section. A school whose only hope for improvement seems to be the eventual pensioning of the teacher and the possibility that his successor will be better, despite the pittance that is offered for his services.

And I wonder if, in our pride over the scientifically equipped and conducted rural schools that dot our land, we haven't become a trifle too smug, overlooking the existence and dangers of many a remaining dungeon of learning. Let's visit our country schools and find out!



### 3 States Lead in Evaluation

In the United States the three states which are taking the lead in the secondary-school evaluation program and give greatest promise of making an outstanding contribution to the nation are Arkansas,

Oklahoma, and Indiana.—EDGAR G. JOHNSTON, Professor Secondary Education, University of Michigan and Field Man for Evaluation Program, reported in *Journal of Arkansas Education*.



# BEFORE THE "MIKE"

## *in the Providence, R. I., Schools*

By RALPH G. TAYLOR

WEDNESDAY 8:30 A.M.

WEAN

*"Good morning, young people, teachers and friends of the Providence Public Schools. The Junior-Senior High School Quarter Hour brings you this morning your Current Events Program.*

*"Your commentator is —"*

In a manner very similar to this the chairman of the Radio Committee, who serves as announcer, introduces the speaker of the day to a potential audience of approximately fourteen thousand pupils in their classrooms and to an undetermined number of the general public. This latter group is of course hard to estimate, but favorable comments have been heard from residents of New Hampshire and Maine, so the program reaches distant as well as local audiences.

The Junior-Senior High School Quarter Hour has been on the air for about six years. At first it was announced by the station announcer, who of course regarded it as another routine job. In order to inject more of the school interest, the school an-

nouncer plan was adopted. Brief comments appropriate to the special significance of that school week are often inserted at the close of the program by the school announcer—thus lifting the broadcast from the impersonal to the personal in the attention-interest of the pupil.

All of the usual types of program have been presented during the six years, and much experimenting has been done on an informal basis. This year it was decided that the programs should have more continuity and be confined to material of current interest.

Members of our faculties, together with occasional outside speakers, have from their experience, research and travel, brought to our young people a background for a better understanding of the world and local news. Senior-high-school groups have dramatized the news, thereby making world events truly alive for the listeners.

News for the school audiences has a challenge for the broadcaster. It should not be merely a repetition of newspaper cuttings but should be presented as a lesson in social science, bringing the facts of the important and significant world events in a way that at the same time explains their background and causes.

The technique requires a fine balance between the master teacher and the skilled news reporter. The teacher's function is to guide and encourage young people to be thoughtfully aware of and to take an active interest in the current events of the world in which they are so soon to take their places as adults. Providence is very fortunate in having a few particularly gifted commentators, especially in the department of

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EDITOR'S NOTE: *The author is assistant principal of the Roger Williams Junior High School, Providence, Rhode Island. In submitting the manuscript, Dr. Richard D. Allen, assistant superintendent of schools of Providence, and an associate editor of THE CLEARING HOUSE, stated, "This article represents the progressive current practice in our schools, and on the whole is an understatement, rather than an overstatement. The use of radio programs is a much appreciated feature of the schools."*

social science, truly skilled reporters as well as master teachers.

Again we hear the voice of the school announcer:

*"—and until next week at this same time—Good Morning."*

THURSDAY 9:45 A.M. WJAR

*"The Providence Public Schools present a program especially arranged for the children in the classrooms of our elementary schools. This morning we have —."*

This series is planned by a special elementary-school committee and has been on the air about six years. These broadcasts bring to the microphone not only teachers but a large number of children. The younger boys and girls like best to hear programs given by persons of about their own age.

Dramatizations appropriate to the season or to the work then in progress in the schools are presented very realistically by this younger group who have not yet lost their natural approach to the opportunity of radio participation. The unselfconscious zest with which they portray the characters in their scripts is most pleasing.

Scripts are often written by the teachers in the various schools as they voluntarily assume the assignment of the program for a definite date. The children of the elementary schools take a great deal of very justifiable pride in their own radio quarter hour.

THURSDAY 2:00 P.M. WEAN

*"Good afternoon, friends of the Providence Public Schools. The dramatics classes of the Roger Williams Junior High School invite you to take your reserved seat in their auditorium for the broadcast of a radio play entitled —."*

As the school announcer, who is assistant principal of the school, opens the regular weekly broadcast, there is in the auditorium a visible audience of about three hundred pupils whose academic standing is such that

they can afford the time to enjoy seeing the actual mechanics of radio presentations. Other pupils listen over the radio in their regular rooms.

Gathered on the stage are a group of 9A pupils from the dramatics classes, ready to take the cue to present the play, with their own sound effects and, if required, chorus and musical accompaniment. Last term for the first time, the group was elective and selective rather than drawn from all the dramatics classes. It was hoped this method would result in even higher standards of broadcasting. The group was selected by auditions of boys and girls particularly interested in the activity, who had their parents' permission to carry on the extra work.

The programs for March and April 1939 are as follows:

"Memories of Stephen Foster", a dramatization of his life, with musical interludes of six of his best known songs sung by a soloist.

"The Fall of the House of Usher", the dramatization of a famous American classic up to the high point of interest. The listener is then referred to his local library.

"Murder in One Easy Lesson", a highway safety dramatization.

"Ben Hur", by Lew Wallace.

"The First Spark", the tale of a frenzied Serbian boy who fired the shot that touched off the World War.

"The Raven's First Flight." Young Edgar Allen Poe publishes his first story in a magazine contest.

The plays are chosen so that they will have some correlation with the subject matter of the school's regular work. English, social studies, science, safety and guidance scripts have been used. Last term when a series of "Planning Your Career" plays were broadcast, some preparatory material for guidance classes was sent to each Junior high school. Monthly programs are also sent to each school.

Members of this radio dramatics group are very enthusiastic. One of the girls says

that since she has been broadcasting she finds that she is much more aware of the mechanics of regular radio programs, and listens to them with much greater intelligence than formerly. A boy reports "While broadcasting, my thoughts sometimes wander to mother, at home listening, or maybe to some of my friends, perhaps surprised to hear my voice and exclaiming 'Why, I know him. He's my pal!' It gives me a sort of feeling—Look at me! I'm a radio man!"

Not only the actors are enthusiasts—the sound effects boys and girls are intensely interested and full of original ideas. Sound effects are worked out in cooperation with the wood-working and metal shops, which are very helpful in carrying out experiments in sound that add much reality to the plays.

Starting in February 1938, the dramatics classes broadcasted each week that school was in session, direct from the school auditorium, so that by June 1939 forty-five radio broadcasts had been presented.

Not only have the members of the radio classes learned much about radio production and presentation, but the school as a whole has become very radio-conscious in evaluating the programs on the air. Certainly a more intelligent listening audience will be a factor in obtaining finer commercial programs in the future, as advertisers are ever alert to please their listeners. Therefore the Roger Williams dramatics class hopes it is serving a dual purpose—education in actual broadcasting and also in listener-intelligence.

#### VISITING SCHOOLS PROGRAM

THURSDAY 6:30 P.M. WJAR

*"Good evening, friends of the Providence Public Schools. Each Thursday evening at this time come with me VISITING SCHOOLS—your schools—perhaps to the school to which you send YOUR young people. It is the purpose of these fifteen minutes with you each week to focus attention on the actual work of your schools, perhaps*

*to bring you in closer touch with your children's place of business."*

Thus your school announcer introduces the series of programs designed to interest parents and the general public in the city's schools, to present the unusual, to explain more clearly the usual and to promote a better understanding of the school department as a whole.

During the second term, in 1938-1939, we presented the activity program of the elementary schools, the development of the classroom project, the new method of remedial reading in the lower grades, the teaching of monotones to sing, a traffic court conducted by children, the significance of an auditorium program in the junior high school, the selecting of elective subjects in the junior high school, a "visit" to the evening high school, showing the wide variety of opportunities to be found there for young and old—a most stimulating interview with the eight exchange teachers from Seattle, Washington, and Oakland, California, and an explanation of a new series of evening classes in regional high schools by an assistant superintendent of schools.

Frequently the principal of the school taking part in the evening's program is present in the studio and is willing to take part in a brief interview with the school announcer, and to tell the listening audience of some especially interesting feature of his or her school. Teachers are most cooperative in broadcast participation.

Most appealing was the group of very small children so earnestly participating in the remedial reading program with their expert teachers who evidently know just how to draw out the finest response from the eager youngsters.

The demonstration of group singing by children who six months earlier were considered almost hopeless monotones was truly a revelation as to what can be accomplished by proper training of the throat muscles and by voice control. The pleasure the children were deriving from a radio

broadcast of a group of very well sung numbers was very apparent on their proudly smiling faces.

Almost every school has some group or project of which it is especially proud, and there is a rich field for program choice in a city the size of Providence.

This "Visiting Schools" program is new this year and follows a program given over another station for several weeks last year, in which several school officials were interviewed by the school announcer on phases of school administration of particular interest to the public.

In addition to these regular programs the Providence School Committee has sponsored the "Providence Radio Forum", a fifteen-minute program over radio station WPRO on Monday evenings at 6:45. The school announcer presents the speaker, who talks on some subject of intense general interest and after he finishes tells the radio audience that they may participate in an open forum discussion at the public forum at eight o'clock the same evening in some

designated school in Providence, where the radio speaker is scheduled to appear as leader of the forum.

These forums are presented by the Providence School Committee in cooperation with the State Department of Education and the United States Department of Education. The Secretary of the Providence School Committee has frequently found it expedient to have the school announcer ask for special time, usually from three to five minutes, from some radio station for special announcements of the forums. The radio stations have been most cooperative in donating this time as well as the time for the regular broadcasts.

Special musical broadcasts have been given both from the Roger Williams Junior High School and the Hope High School, when the All-State bands, orchestras and choruses have presented excellent programs. Thus the radio work in Providence, while still in the experimental stage, has constantly enlarged its scope and looks ahead to an even more useful and interesting future.



## Epitaphs—No. 2

*For a supervisor who was always up-to-date*

By EFFA E. PRESTON

Here lie Ida Lete's remains.  
 Short on brawn but long on brains  
 She by this time has, no doubt,  
 Turned God's Heaven all about.  
 Wings are clipped with upward swirl;  
 Comets round a strange sun whirl;  
 Halos at a different angle  
 Over sainted ears now dangle,  
 And the whole celestial crew  
 Does its chores by methods new.  
 Maybe angels feel annoyed  
 At techniques and tests employed,  
 But think how ill at ease *she'd* be  
 In last year's Eternity!



# THE FALLACY

By DOROTHEA  
CARR MILLER

## of ACE HIGH SCHOOL

AMERICUS entered Ace High School. The home-town gang hailed him with joy. "Gees, Americus, you in the lock-up too? Come on, drag along." They sauntered into the assembly hall and slouched down in a row of seats near the back of the room.

Americus glanced disinterestedly around him. Tall boys, short boys, fat girls, thin girls, teachers with whiskers and teachers without whiskers, they were all the same to him.

Mental activity was not one of Americus' strong points. His father was a dockwalloper, his mother a newswoman on one of the ferry-boats. Both accepted Americus stoically as another one of life's unfortunate mistakes. He had done well enough at first, rocking the whiskey in the barrel and packing down the hop to mama. But a begoggled welfare worker swooped down one day from nowhere at all, whisked him away to school and transformed him into a lily of the field, toiling not nor spinning. And now his parents regarded him with suspicion.

But Americus was not sensitive. He was perfectly willing to live at home, accepting their vociferous disapproval as he did the  $24 \times 364 (+)$  hours of leisure granted

—■—

EDITOR'S NOTE: *The author of this satirical commentary lives in Sausalito, California. She writes, "A product, or maybe a by-product, of the California public schools, I also hold a secondary-school teaching credential. Now that I am married and in the parent class, I still watch from the side-lines and wonder what this thing is, called 'education'."*

annually by the state—without question.

A tall gray-haired individual ascended the platform at the end of the hall and began to hold forth in stentorian tones.

The greasy haired chap sitting beside Americus groaned. "What's that guy shoot-in' off his mouth for?"

"Aw, that's just the General," volunteered a sophomore. "He always gases the first day."

"Dumb, ain't he?" said Greasy Hair to Americus.

Americus nodded apathetically. "Sure."

General Principles continued booming. "Good citizenship is as essential, if not more essential, than scholarship. . . ." The words echoed from wall to wall, bounced off the heads of Americus and his companions, and rolled out the door where they were eagerly caught up by General Principles' loving brother, General Public, who rushed off immediately and filed them in the arsenal.

"And now," said the General, "we shall hear from our athletic chairman."

A short squat man with an ingrown chin and a cauliflower ear moved slowly toward the platform. "Gonna have a swell team s'year," he grunted. "Knock the whole blame countryside f'row of garbage cans."

A long lanky youth bounded on to the platform and grinned toothily. "Let's give six for Coach Anfor," he shouted. "Six for Coach Anfor! Let'er go . . . rah!"

The student body applauded vigorously. Greasy Hair eyed Americus and jerked his head toward the platform. "Swell," he remarked.

"Sure," said Americus.

The group sauntered out of the hall just as the Coach was going by. The latter

stopped and looked at Americus. "Comin' out for the football team, fella?" he inquired.

Americus nodded. "Sure."

Thus did Americus become a Good Citizen in short order. His head being of the substance of which sidewalks are usually made, he proved an invaluable asset to the team, and had acquired his numerals, letter and block, and was fast on the way to acquiring his Circle sweater, when he was elected president of the student body. By nature averse to bathing, he sanctioned wholeheartedly and led the delicate fashion of dirty cords. And his decisions were always just and agreeable: "Sure."

At first the matter of scholarship proved a trifle bothersome, but that problem soon solved itself. "Crib," his friends advised him. "Yuh gotta be on the team! You simply gotta be . . . if y'ain't, S. R. High'll back us off the map, an' then where'll the school be? Yuh simply gotta get by, so grease up the cuff, s'only honest thing to do."

And then too, Coach Anfor, and afterwards General Principles, began to intercede for him, and now when examinations came around, they sent him on a trip with the band—not that he played any instrument, but so he could make a speech. The fact that he couldn't talk when he got there didn't matter because speeches don't amount to anything anyway.

So now Americus, a member of the honor society and, by virtue of outstanding

activities, its president, sat upon the stage at Commencement.

General Principles advanced to the front. "Fellow citizens . . . students," he thundered, and launched forth into an Impassioned Oration, stopping now and then to indicate with a mighty forefinger the honor students enthroned on a special dais in the center of the stage. "These are our Honor Students, our good citizens. No selfish striving for grades but unselfish sacrifice and endeavor for the school marks their pathway. True members of the community, they have considered in toto the rights of others, played the game square, and given of their all for the honor of the school. Honesty, scholarship, activity, integrity, these mark the Honor Students of Ace High!"

Ceremonies over, the General approached Americus and clasped him by the hand.

"My boy, I am proud of you," he said warmly, "proud of you! Your grades haven't been very high but I realize how every minute of your time has been given over to citizenship so I've fixed up your college recommendations for you. And now," he caught him by the shoulders and looked firmly into his eyes, "instead of starting right off to the University, what do you think of going to Junior College?"

Americus blinked and nodded. "Sure."

General Principles raised his face towards heaven; his eyes glistened and his hands trembled for sheer emotion.

"Americus was socialized!"



### Consumer Standpoint

Today economic questions of far-reaching significance are constantly being placed before the populace for decision, not by way of the ballot-box necessarily, but by appeals to consumers. Something no less than economic statesmanship on the part of the masses of people is required to decide them wisely. But, contrary to popular belief, this sort of economic statesmanship is not being widely taught either in our organized school systems or in adult circles. The more theoretical economics with its producer approach, with its body of abstrac-

tions applicable to a bygone age, and its voluminous empirical studies of interest only to the specialists, will not do. But approached from the standpoint of the consumer such questions can be made understandable. And it is my profound conviction that, once made understandable, the American public will decide them wisely. Here, then, as I see it, is the great opportunity for consumer education. When it reaches this level, it will rise to its full stature as a national necessity.—HAROLD S. SLOAN, Executive Director, Sloan Foundation.



# SCHOOL NEWS DIGEST



Edited by THE STAFF

*Teachers of consumer education and home economics who have used pamphlets and other materials from Good Housekeeping, Hearst publication, will be interested in the news that the Federal Trade Commission has issued a complaint against Hearst Magazines, Inc. The complaint, consisting of 13 mimeographed pages, single spaced, charges "misleading and deceptive acts and practices" growing out of the use and promotion of Good Housekeeping's Seals of Approval, Guaranties, and other devices set up by the magazine to gain consumer confidence in its advertisers' products. Consumers Union reports that Advertising Age, a leading trade publication, called the Commission's action "the most significant news of the year in advertising."*

*Amy H. Hinrichs was elected president of the National Education Association, to succeed Reuben T. Shaw, at the N.E.A. convention in San Francisco. Miss Hinrichs is principal of the Audubon School, New Orleans, La.*

*Transfer of the U.S. Office of Education from the Department of the Interior to the new Federal Security Agency, headed by Paul V. McNutt, places the Office of Education in a more natural grouping with the following organizations: Social Security Board, U.S. Employment Service, Public Health Service, National Youth Administration, and the Civilian Conservation Corps.*

*Mass commencement exercises for graduating classes of all Chicago high schools may be held on Soldiers Field next June. The plan will be voted upon by high-school students of the city.*

*Every accredited-school library in Virginia must be under the charge of a teacher-*

*librarian with a State certificate in library science, beginning in 1940. The librarian must be in the library at least two consecutive periods daily. Schools with enrolments of more than 200 must have a full-time librarian.*

*Since the discovery of a high content of lead compound in many colored chalks and crayons, which creates a classroom health hazard, some manufacturers have been producing lead-free products of this type. The Wisconsin Department of Public Instruction suggests that school authorities purchasing colored chalks and crayons require a certificate showing that the materials meet the recommendations of the U.S. Public Health Service.*

*Southern state departments of education are tackling "one of the most serious problems of citizenship in the South"—the bi-racial situation. Various states, including Louisiana, Virginia, Georgia, and Florida, have recommended introduction of units on the subject in their curriculum bulletins, courses of study, teacher manuals, and guides. The Conference on Education and Racial Relations, composed of Southern educators, offers free materials said to have been used with good results in 1,000 public schools. Address of the Conference is Standard Building, Atlanta, Ga.*

*This year 18 states introduced bills to limit employment of married women in schools. Only 2 states and the District of Columbia have specific legal protection of women teachers against dismissal because of marriage. An argument is that probably one-third of the men and women holding teaching certificates are unemployed, while about 25 per cent of the women now teach-*

*(Continued on page 128)*

## EDITORIAL

### School Music

RECENTLY THERE came to this editor's desk an eleven-page program of the "Ninth Annual Christmas Concert" of the a cappella choir of a mid-west high school.<sup>1</sup> This booklet contains, in addition to the list of selections for the program and the roster of the choir, a repertoire list of 51 numbers, one of which is dedicated by the composer to this choir. There are also a thumbnail history of public-school music in this country, some press comments, a congratulatory letter from the city's mayor, personal notes about the director, and formal and informal pictures of the choir itself.

Two thoughts come to mind as one contemplates this program. First, when the future historian compiles the list of members of the profession who have done their work well, high in the list will be the school music teachers.

Did you hear the 1,200 high-school boys and girls sing the magnificent harmonies of "Emitte Spiritum Tuum" at the Cleveland meeting of the NEA last February?

Or have you seen the long queue of men and women, boys and girls, seeking admission to the less expensive seats at the Metropolitan Opera House? Follow that line, some time, from the door to the other end. Try holding your breath until you reach the end. These are genuine music enthusiasts. They are willing to wait two hours in line, and then hear the performance from a point up near the Pleiades. They are not interested in the between-acts parade in the lobby. Music does something for them.

The second thought is that in the high-school a cappella choir, or in all the musical organizations for that matter, Americanization and mutual understanding get a tre-

mendous push in the right direction. Here we have Shirley Greenbaum, Elizabeth Hribal, Maria Rizzo, and just plain Sally Wilson, singing soprano. Adele Rosenberg and Marjorie White are altos. Morris Greenberg, Earl Sauvain, and Howard Black sing tenor. And among the baritones and basses we find Bill Abildgaard, Walter Kloppe, and Bob Taylor. These 80 youngsters are learning to respect one another and to pull together.

Not long ago a New Jersey high school<sup>2</sup> staged "The Bohemian Girl". There were two evening performances with SRO houses, with a different set of principals for each performance. Literally hundreds of pupils contributed their services in one way or another to make the whole affair a source of pride and satisfaction to the community.

European papers please copy. H. H. R.

### A Test

IS EDUCATION a profession?

One way to find out during the next decade will be to observe what the high-school people do, with or to, the thousands of adults who are knocking at their door.

A profession will give these people what they need. A group of government jobholders will merely try to fit the needs of the grown person into what schools have to offer.

If the educational forces of America really constitute a profession they will prove that these multitudes of mature people can be held without the aid of compulsory attendance or the threat of failure.

ROLLAND H. UPTON

<sup>1</sup> Heights High School, Cleveland Heights, Ohio

<sup>2</sup> Clifford Scott High School, East Orange, N.J.



# SCHOOL LAW REVIEW

## Teacher Tenure and Retirement

### Part II

By DANIEL R. HODGDON, Ph.D., J.D., LL.D.

*Repeal of a tenure law does not affect a teacher already under tenure or the accrued salary during the time of illegal dismissal.*

An action was brought against a school district to recover damages for breach of contract in refusing to recognize the plaintiff's right as a permanent teacher with an indefinite contract under the Teacher's Tenure Law of Indiana.

The facts showed that the teacher was duly licensed and under tenure but that the board refused to recognize his rights as such a teacher and refused to reemploy him. It was further shown that since the board's refusal to employ the teacher, he had been unable to secure a position as a teacher.

A teacher may recover the salary provided for by his or her contract, when prevented from performing the services called for by the contract through the conduct of the other party thereto. The court found that the teacher's annual salary was \$1,008.80, and that since the time of his unjust dismissal he had been damaged to the extent of \$7,187.70, plus court costs.

*Patoka School Township v. Ashby, Ind., 14 N. E. (2d) 764 (May 9, 1938).*

### Constitutionality

*Constitutionality of a tenure act under the state and Federal constitutions.*

In Pennsylvania the Teachers' Tenure Act, as amended on April 6, 1937, provided that teachers shall hold their positions under tenure of office and their salary may not be reduced or their term of employment ended except for stipulated reasons. The amendment further provided: "All school districts shall, within thirty days after the enactment of the law, tender to all such professional employees then 'employed' new contracts in accordance with a form therein prescribed."

A board contended that such an act deprived future legislatures of the power of amendment. But the court held that such a contention must fail because a subsequent legislature may abolish the Act, in toto, if it deems it necessary to do so under article 10, section 1, of the State constitution, which states that the legislature shall provide for the maintenance and support of a thorough and efficient

system of public schools. The legislature then may change, modify or abolish the features of the school system or of teachers' contracts when it becomes necessary to maintain an efficient school system. The contract which the school teachers have with the State is a qualified contract. It is subject to delimitation of its operation by subsequent statutory changes.

The board further contended that the Tenure Act in its operation was a retroactive law. They insisted that teachers who had been given notice that their contracts were to terminate at the end of the current school year were no longer employed by the school district, and that to give them new contracts under this amendment would reinstate them by legislative action after proper dismissal. But such a contention was also held to be erroneous.

The purpose of the amendment was to substitute new contracts for those then existing, and it was not meant to apply only to those which would have continued in effect the following year. In view of the broad purpose of the Act, which was intended to provide the greatest possible measure of protection against dismissal of employees for political reasons or the whims of changing politicians and parents, it would be violative of that intent to imply this qualification and superimpose it upon the otherwise perfectly clear meaning of the words used.

The Teachers' Tenure Act was designed to guarantee to the citizens a competent and efficient school system by preventing the dismissal of capable teachers without just cause. The fact that this tenure act may increase taxation is of no avail, since no citizen has a constitutional right to be protected against increased taxation. The courts will not inquire into the reason, wisdom or expediency of the legislative policy on education, as education is not a matter of local or of the taxpayers' concern because the State Constitution mandates its legislature (general assembly) to provide for the maintenance and support of a thorough and efficient system of education.

The Teachers' Tenure Act is therefore not unconstitutional insofar as interference with the rights of contract of taxpayers is concerned.

The power over education is an attribute of gov-

ernment that cannot be legislatively extinguished. It cannot be bargained away or fettered. Its benefits through free government cannot be placed on the auction block or impeded by laws which will ultimately weaken, if not destroy, the underlying constitutional purpose. The people have directed that the cause of public education cannot be fettered but must evolve or retrograde with succeeding generations as the times prescribe. Legislatures must at all times be free to act concerning school teachers, their qualifications, tenure and compensation, which are not matters of local concern except insofar as the legislature has granted local power to an agent.

The Tenure Act is not unconstitutional as an *ex post facto* law as used in the Constitution of the United States and of the State, since the term *ex post facto* is limited to penal statutes.

*Malone v. Hayden et al (and seven other cases).* 329 Pa. 213; 197 A. 344 (Jan. 31, 1938).

### Permanent Tenure and a New Contract

*A permanent tenure teacher has a right to sue when not furnished employment.*

A teacher duly licensed under the laws of Indiana entered into a written contract with the trustees of a school district to teach for a term of eight months, beginning September 9, 1929. The contract was fulfilled, and on September 4, 1930, the teacher entered into another contract, which was also duly performed. Prior to entering into the contract of September 1929, the teacher had taught in the public schools of the township for more than five years continuously, and was therefore a permanent tenure teacher.

In September 1931, the township trustee refused to furnish the appellee employment as a teacher during the school year then beginning, although the teacher was at all times ready, willing, able and qualified, and had tendered his teaching services to the trustees. Both the 1929 and 1930 contracts contained the following provision: "It is further agreed by the contracting parties that all of the provisions of the Teacher Tenure law, approved March 8, 1927, shall be in full force and effect in this contract."

A teacher's indefinite contract is not terminated by a new contract subsequently entered into between the parties unless the intention to abrogate the indefinite contract is clearly indicated in the agreement. In this case the indefinite contract was clearly stated as effective in the new contracts. The contract sued on in this action is therefore the teacher's indefinite tenure contract and not the

specific contract of 1929 or 1930. The permanent contract was not abrogated.

*Spice Valley School Tp of Lawrence Co. v. Rizer, Ind.; 15 N. E. (2d) 390 (June 7, 1938).*

### Compulsory Retirement vs. Tenure

*A tenure act is not a contract unless it is a legislative intent to surrender sovereign power.*

An action was brought by the teachers under tenure who were over sixty-five years of age against a board of school directors in Pennsylvania, wherein they sought to enjoin the board from enforcing the compulsory retirement provision of the teachers' tenure law.

In 1935, the legislature of Pennsylvania passed an act providing for compulsory retirement of all teachers on tenure who were over sixty-five years of age. It was maintained by the teachers over sixty-five years of age that the 1935 act was unconstitutional, as impairing the obligations of a contract which was established between the State and themselves when they secured tenure of office under an act passed in 1913.

The sole question raised was whether the 1913 act established a contractual relationship between the State and the teachers. Did the teachers acquire any contractual rights, as distinguished from a mere status or privilege? Ordinarily, it is the function of a legislature to make laws and not contracts. It is well established that the intention of a legislature to create contractual obligations, resulting in extinguishment, to a certain extent, of governmental powers, must clearly and unmistakably appear. The intention to surrender or suspend legislative control over matters vitally affecting the public welfare cannot be established by a mere implication.

But here no execution of contracts was pleaded by the teachers. They served, not by virtue of any contract, but because the statute conferred the privilege upon them. It was not a contractual right which they enjoyed, but rather a status making their positions as teachers secure against the whim, caprice and political motives of ever changing office-holders.

The court held that the 1913 tenure law, when considered in its entirety, did not indicate an intention by the Legislature to surrender a sovereign power of the State and that no contract was impaired when the Legislature fixed the compulsory age of retirement at sixty-five.

*Campbell v. Aldrich, Or. 79 P (2d) 257 (May 10, 1938).*

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# BOOK REVIEWS

PHILIP W. L. COX, *Review Editor*

*Editorial Treatment of Education in the American Press*, by CHARLES R. FOSTER, JR. Harvard Bulletins in Education, No. 21. Cambridge: Harvard University Press. 303 pages, paper covers.

Dr. Foster's study is timely, scientific in the best sense, and eminently readable. He presents his analysis of the editorials dealing with education in twenty-five newspapers over a period of five years. The editorial opinion expressed is representative of such opinion for the whole newspaper field. And the author's conclusions give us pause. In somewhat the same vein as the Fifteenth Yearbook of the Department of Superintendence (1937), Dr. Foster makes clear the responsibility of the school administrator in the matter of interpretation. Editors, and through their newspapers the public in general, must be more adequately informed concerning the significance of our educational practice, especially those aspects that represent necessary adaptations to changing conditions.

Dr. John H. Finley, in the foreword, eloquently epitomizes this study as follows: "Charles R. Foster has taken a fair segment of the American press and has sought out its opinions on education as set forth over a period of five years. He has treated the subject as an instance of the interplay of two social institutions—the press and education. He has illuminated the areas of agreement and disagreement, has illustrated the nature of editorial thinking about the schools, has shown gaps in editorial treatment of important educational issues, and in some instances has pointed out errors in the assumptions from which editorials have been drawn. Equally he has endeavored to urge upon the educator a need for more self-criticism, and especially a need for taking some responsibility for what the public in general and the press in particular think about educational affairs."

J. C. D.

*Adventuring for Senior Scouts*, edited by H. W. HURT. New York: Boy Scouts of America, 1938. 692 pages.

Many enthusiasts for scouting have been disturbed by the decrease in active participation of many Scouts after middle adolescence. The national organization has not been unaware of the failure of the Scout program to retain the enthusiasm of this large fraction of members. The staff has moved vigorously to enrich and extend the range of activities in which these young men can engage as Scouts.

Sea-scouting has for over a decade reached many

of them. The new handbook, here reviewed, deals with out-of-doors, social, and general activities, citizenship, and expeditions.

It is addressed directly to these more than 300,000 older youths—registered Scouts—inviting them to accept responsibility, not only to continue the success of the organization for boys in their early teens, by helping younger boys to experience the joys and satisfactions of Scouting, but also to engage as members of Senior Patrols in activities suited to their more mature age that will maintain and enhance those tolerances and positive physical and ethical standards of our American democracy.

The sixth pledge of the Senior Scout Citizenship Dedication is especially worth quoting at the present time:

"I will work for America and will guard our heritage—its liberties and responsibilities—realizing that the privileges we enjoy today have come as a result of the hard work, sacrifice, faith, and clear thinking of our forefathers, and I will do all in my power to transmit our America, reinforced, to the next generation."

*Weather*, by GAYLE PICKWELL. New York: McGraw-Hill Book Company, 1938. 170 pages, illustrated, \$3.

Dr. Pickwell, writing at San Jose, California, has prepared a book that should have a strong appeal for high-school students as well as adults. The language of the book is non-technical, for the most part, and fifty-nine illustrations, most of them photographs (reproduced in excellent half-tone engravings, full page, on pages approximately nine by twelve inches), are the most distinguished feature of the book. The concluding chapter, "Learning About the Weather", presents plans for making the instruments one needs to become an amateur weather observer.

J. C. D.

*A Laboratory and Field Guide to Biology*, by SAMUEL WILLIAMS. New York: Macmillan Company, 1938. 130 pages.

This "coat pocket" guide is a very complete outline for the study of the important animals, from unicellular organisms to the higher vertebrates. It also outlines the procedure for the study of the plant kingdom. The object of each exercise is clearly stated and the directions are intelligent and concise. The questions at the end of each exercise require too much detailed, technical knowl-

edge for the average individual, but are all-inclusive for the student of zoology.

The book is not suitable for general high-school biology, but is usable in an advanced biology course and particularly appropriate for an elementary zoology or botany course when used with *The Living World* by the same author. HENRY F. ALDERFER

*Woodworking Through Visual Instruction*, by J. I. SOWERS. Scranton, Pa.: International Textbook Company, 1938. 71 pages.

The primary purpose of this new text is to give students of the junior-high-school grades a practical ability in the use of hand tools by a picturization of essential skill applications.

The book is arranged in three sections, one each for the 7th, 8th and 9th grades. Each section is complete in itself and has a "do" application for the shop techniques which the student usually finds difficult to master. The many remarkable illustrations leave nothing to be taken for granted yet leave considerable freedom for student thinking. Each of the jobs is supplemented with additional undeveloped projects that test the student's mastery and interpretation.

While the book would be an experiment to most shop teachers, it is well planned and complete, and enables the teacher more free time and greater leeway

in encouraging individual differences. It is suggested that schools both with and without a programmed course of study in woodwork give this text a trial in their shop programs.

HAROLD B. SCHMIDHAUSER

*50 Popular Woodworking Projects*, by JOSEPH J. LUKOWITZ. Milwaukee, Wis.: Bruce Publishing Company, 1938. 80 pages, \$1.25.

This book presents to teachers of woodshop a collection of most interesting projects. The home craftsman, too, will find the book filled with interesting and useful articles which he can make for the home. Each project is represented by a clear working drawing, a perspective sketch or photograph, and a short explanatory note. The volume will render much service in the planning centers of industrial-arts woodshops.

WILLIAM P. SEARS, JR.

*When Home and School Get Together*, by TRACY W. REDDING. New York: Association Press, 1938. 115 pages, \$1.25.

The author, who is Boys' Work secretary of the New Haven, Connecticut, Y.M.C.A., has prepared this volume for parents and teachers in terms of their interest in character education. He insists upon the fundamental need of friendship among

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*Teachable Moments: A New Approach to Health*, by JAY B. NASH. New York: A. S. Barnes and Company, 1938. 243 pages, \$1.50.

"The happy, interested man can perform three times as much work as the drudge, with less fatigue." With this quotation from Frankwood Williams, the author introduces Chapter IX: "Business, Happiness, and Health." With peculiar force it applies to Jay Nash himself.

Why should he, a layman, write this book for school administrators, teachers, parents, and older boys and girls? It must be a disturbing, indirect, cruel message that he sets forth—particularly to those who teach and supervise the teaching of hygiene.

For, he asserts, "there are not enough known facts in the field of hygiene to occupy more than an hour a week for the average sixth-grade child." Rest before you are tired; get enough sleep; eat simple foods; do things that bring happiness; otherwise forget about health. Perhaps these rules are an oversimplification of the author's recommendations, but they embody their spirit.

It is a closely reasoned book that this layman has produced. Yet it ranges from an explanation of the "stroke-glide of the human engine" to school-and-home educational practices, and finally sets forth a program for community coordination and development. It will be helpful not only to teachers, parents, and administrators but also "to individuals who, organically speaking, are 'looking for a landing place', just at the time of life when they should be 'holding their altitude'."

*History of Manual and Industrial Education, 1870 to 1917*, by CHARLES ALPHEUS BENNETT. Peoria, Ill.: The Manual Arts Press, 566 pages, \$4.

Some ten or twelve years ago Mr. Bennett published his "History of Manual and Industrial Education Up to 1870". This remarkable volume came as an answer to the demand for a standard treatise

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on the early beginnings of industrial education. The work took its place as the most complete source book of the development of this type of education in those remote days before the advent of the Manual Training Movement.

The present volume carries on the story, in the same brilliant fashion. As in his first volume, Mr. Bennett continues his practice of appending to each chapter source material culled from the significant literature of the period under discussion.

Mr. Bennett surveys the work of the Russians (Della Vos) and their system of teaching the mechanic arts. The Sloyd schools of Sweden are next considered. On the French scene Mr. Bennett traces both the development of manual training and the evolution of trade and technical education. The trade and technical education of Bismarckian Germany is amply treated, as is the same type of education in England.

Crossing to the American shores, Mr. Bennett begins his story with the shopwork at the Worcester County Free Institute and with the work of Professor Woodward of the Polytechnic faculty of Washington University. The impression made in America by the Russian exhibit at the Centennial Exposition of 1876 is noted, and the author proceeds with the story of shopwork instruction in the United States. The rise and the decline of manual

training receives its share of the discussion and the volume concludes with the potent vocational education movement that resulted in the passage of the National Vocational Education Act (1917).

Mr. Bennett's two volumes constitute a distinct contribution to the literature of the field. It is to be hoped that the same author may find the time to do a third volume which will carry on the story from Smith-Hughes days down to the present. WILLIAM P. SEARS, JR.

*Gauging Group Work: An Evaluation of a Settlement Boys' Work Program*, by ELISE H. CAMPBELL. Detroit: Board of Education, Council for Youth Service, 1938. 135 pages, 25 cents.

What have settlement houses succeeded in doing for the boys who continue to take advantage of the opportunities that they offer? Why do these boys continue to come? Are there differences in the effects of their programs on boys of varying ages, nationalities, economic status, and the rest?

This project was undertaken at the request of the Merrill-Palmer School and the Franklin Settlement of Detroit with the support of the N.Y.A. It is an intensive study of the boys' clubs in the Franklin Settlement. It involves an analysis of the backgrounds of club members in terms of in-



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telligence, socio-economic status, and home and personal adjustment; it undertakes an experimental evaluation of club programs and other aspects of group work on boys' personalities.

The results of the study are stated very tentatively and the author is properly most cautious in stating even her most tentative conclusions and explanations. Younger boys retrogress and older boys improve their personalities during their membership in settlement clubs. Why? What is cause and what effect? Tantalizing but as yet unanswerable questions.

*Vocational Guidance in Catholic Secondary Schools*, by Sister M. TERESA GERTRUDE MURRAY. New York: Bureau of Publications, Teachers College, Columbia University. *Contributions to Education*, No. 754, 1938. 163 pages, \$1.60.

Sister Teresa Gertrude gives a splendid picture of the growth and development of the Roman Catholic secondary schools. As the result of a carefully prepared questionnaire she found that about 60 per cent of the secondary schools of the Roman Church offered vocational guidance of some sort.

The fact that about two-thirds of the respondents in this study indicated interest in vocational guidance demonstrated to the investigator that the ground had been prepared for introducing voca-

tional guidance into Catholic secondary schools.

The apparent lag between principles and actual practices is due, according to the investigator, to three things: (1) Confusion of vocational guidance with vocational education; (2) consequent fear of heavy expense in introducing the work, since there is lack of funds; and (3) lack of counselors and teachers trained in guidance.

This study is a splendid contribution to the field of research in education and, more especially, to the field of research in vocational guidance.

WILLIAM P. SEARS, JR.

*Compilations of Sources of Information on the Territories and Outlying Possessions of the United States: Series A. Guam*. New York: The United States Works Progress Administration, Project No. 465-97-3-18. Sponsored by the College of the City of New York, Charles F. Reid, Director. Mimeographed, 37 pages, free.

This bulletin contains the first of a series of eight bibliographies; others to be published dealing with American Samoa, the Virgin Islands, Hawaii, Puerto Rico, Panama Canal Zone, Alaska, and the Philippine Islands. The titles are classified and briefly annotated. Institutions interested in securing these bibliographies should send in requests for placement on the mailing list. P. W. L. C.



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*School Tours: A Report of An Investigation made by CARL A. JESSEN and SIDNEY SARFF.* Washington: U. S. Office of Education. Circular No. 177, January 1939. 15 pages.

Evidences have been multiplying for the past several decades that the school must not remain altogether indoors. In connection with social studies, science, and literature, trips to points of interest have been frequent whenever teachers have been alert to opportunities and administrators have not been too reactionary or over-cautious. Classes, clubs, teams, musical organizations, and informal groups have taken such trips. Longer tours, generally by senior classes of high schools, have had considerable vogue.

The Office of Education here presents information concerning these longer tours in various parts of the country, reporting frequencies, durations, costs, number of participants, overnight accommodations, means of transportation, and other pertinent facts. This circular should be of much value to school officers who are exploring the possibilities of school journeys in America.

*Evaluative Criteria* (1938 edition), 60 cents; *Educational Temperatures* (1938 edition): A Series of Scales for Exhibiting in Graphic Form the Results of Evaluation of a Secondary School Made on the Coöperative Study's Evaluative Criteria (1938 edition), 50 cents; *How to Evaluate a Secondary School* (1938 edition): A Manual to Accompany the Evaluative Criteria and Educational Temperatures of the Coöperative Study, 90 cents. Washington: Coöperative Study of Secondary School Standards, 1938.

As early as 1908, William McAndrew raised the banner of protest against the institutional character of the criteria by which the adequacy of secondary-school procedures were evaluated. For the succeeding two decades the restiveness of high-school faculties grew; especially did progressives and reformers rant against the incrustated bonds which restrained the academic high school to its futilities.

Finally, about 1930, the agitation which had found expression in magazines, proceedings, pamphlets, books, and resolutions, and informally wherever educators gathered together, resulted in two magnificent ventures: the Progressive Education Association's Eight Year Study and Curriculum Commission; and the Coöperative Study of Secondary School Standards of the six Regional Associations of Colleges and Secondary Schools.

Since April 1936, the staff of this latter project has published in appropriate magazine articles

reporting and explaining various preliminary studies; also it has issued tentative forms of the criteria with which it has been experimenting.

The publications here reviewed represent the culmination (up to 1938) of the studies of the staff, the experiments of cooperating schools, and the deliberations of the General Committee representing the regional associations. Further revisions are appearing this year.

*Evaluative Criteria* consists of fourteen sections, A-N inclusive, each, except the first, of which calls for information and judgments to be supplied by appropriate officers for each school. The adequacy of each of these facts and conditions is then determined in terms of scales which are represented on thermometer diagrams; these evaluations may then be combined on a summary sheet which when filled out gives a picture of the adequacy of the school which has been evaluated.

The story of the study and directions for the use of the criteria and thermometers are included in the third pamphlet.

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*Schools in Small Communities.* Seventeenth Yearbook of the American Association of School Administrators. Washington: National Education Association, 1939. 474 pages, \$2.

"Nine out of every ten schools and fifty-five per cent of the teachers in the United States are in communities of less than two thousand five hundred inhabitants." This statement from Chapter I, though not new, must be startling to most readers who are not immediately concerned with problems of rural life. It raises questions of community life, of administrative systems of small schools, of school buildings, transportation of pupils, of finances, and of curriculum and guidance. These are the problems with which this very valuable volume deals.

The Commission under whose direction the Seventeenth Yearbook has been prepared has avoided the conventional approach of the administrator—that of financial and instructional economy assumed to require the consolidation of small units into larger schools, conveniently placed for pupil-transportation. Instead they have appraised the very great educational advantages of community life in village and rural areas.

They have thus assured the reader a broad perspective which should make him cautious about

advocating measures which might involve the insulation of the school from the potent educational factors of shared living, economic, civic, religious, and recreational, wherein youths and adults together develop and communicate their attitudes, habits, and "wisdoms", good and bad.

*Vocational Education*, by JOHN D. RUSSELL et al. Washington: The Advisory Committee on Education, 1938. 304 pages, 40 cents.

The provisions for federal support of vocational education under the Smith-Hughes Act of 1917 have now been in operation for more than two decades. More recently, additional funds and a somewhat increased scope for vocational education have been authorized by the George-Deen Act of 1936.

This volume presents a critical analysis of public vocational education as developed to date.

The authors conclude that, despite the achievements that have resulted—large enrolments and adequate equipment—the present program is not satisfactory. The laws and regulations are too restrictive, too sharp a distinction is made between vocational and general education, and guidance and placement have been neglected. Recommendations for overcoming these defects are proposed.

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## SCHOOL NEWS DIGEST

(Continued from page 115)

ing are married. Counter arguments are that such discrimination is educationally unsound and downright harmful—and that schools aren't maintained to provide jobs for needy citizens.

*War propaganda and resulting "emotion and heat"* will be counteracted by a study program which the Y.M.C.A. National Council will offer to 100,000 youth groups it sponsors. The war situation will be discussed under four main heads: background of the war, American policy concerning the war, role to be taken by Christian groups, and propaganda analysis.

*Michigan Governor Dickinson* (whose discoveries of "sin" in social gatherings made summer front-page news) denounced the teaching of music and physical education as "fads and frills" while the Michigan Legislature worked on the budget for State aid to schools. Newspapers of the State were reported about evenly divided in opposing or supporting the Governor's attack on the two subjects.

*Dr. E. George Payne* was recently elected dean of the School of Education of New York University. He succeeds Dr. John W. Withers, who is now dean emeritus.

*The State-wide textbook adoption plan* of Oregon has been relaxed to allow individual districts to adopt textbooks in place of, or in addition to, those adopted by the State Textbook Commission. The privilege is subject to certain regulations, and the approval of the State Board.

*Only 47 of approximately 400* home-study or correspondence schools operating in the United States are on the approved list of the National Home Study Council, 839 Seventeenth St. N.W., Washington, D.C. Copies of the list may be obtained by writing.